

External Review Team Process

Office of Federal and State Accountability Division of Accountability



FOCUSED SCHOOL RENEWAL PLAN (FSRP) Revised for School Year 2008-09 Revisions Included

School: Webber Elementary

District: Richland One

Principal: Dorothy G. Ham

Superintendent: Percy Mack

FOCUSED SCHOOL RENEWAL PLAN (FSRP)

2008–09 School Year of Implementation

Rationale

Summary of Process:

The process, by which the **Focused School Renewal Plan** was developed, began with the principal and the curriculum resource teacher attending the State Department of Education's preliminary work session (January, 2007). The information received there was shared with the school leadership team consisting of the principal, the curriculum resource teacher, all grade level chairs, and support staff. Four days were scheduled to meet with the ERT to develop the goals for the plan. The first day on campus, the ERT visited classrooms; reviewed documents provided and ended the day by summarizing the process, outlining the timeline, and answering questions from the faculty and staff.

Selection of Goals:

After meeting to analyze PACT, Benchmark and SuccessMaker data, we looked to determine exactly how many students at each grade level would need to move up a category in order for the school to move up a category. Based on the following PACT data, ELA scores declined by 6.5 percentage points for all students. Science dropped by 2.5 percent. Social Studies showed a huge 13.8 percentage point lost. Math was the only area of improvement with the 4.8 percentage gain for last year.

Even though our Science and Social Studies scores are low, not all students are tested in Science and Social Studies, while all of our students are assessed in Math and English Language Arts. Additionally, more than 35% in ELA and 43% of students in Math scored below basic. There were 154 students in grades 3-5. We calculated that 15% (or 23 students total), needed to move up one category on state testing. We broke that percentage down further to look at 15% at each grade level to be 7 students in grade 3, 9 students in grade 4 and 6 students in grade 5. We chose to set our goal at a more challenging level by increasing the number of students to be moved to 12 at each grade level. Because we revised our FSRP in September, we have had an opportunity to analyze our 2008 PACT scores. This has given us a clearer picture of the students in grades 3-5 enrolled at Webber Elementary in the 2008-2009 school year.

Current 3rd Graders

- 53% scored 0-25 on Terra Nova Reading in grade 2 (or 74% scored 0-50)
- 53% scored 0-25 Terra Nova Math (or 74% scored 0-50)

Current 4th Graders

- 54.5% scored BB in Math (or 95.4% scored BB or B)
- 35% scored BB in Reading (or 77.5% scored BB or B categories)
- 37.5% scored BB in Writing (or 65% scored BB or B categories)

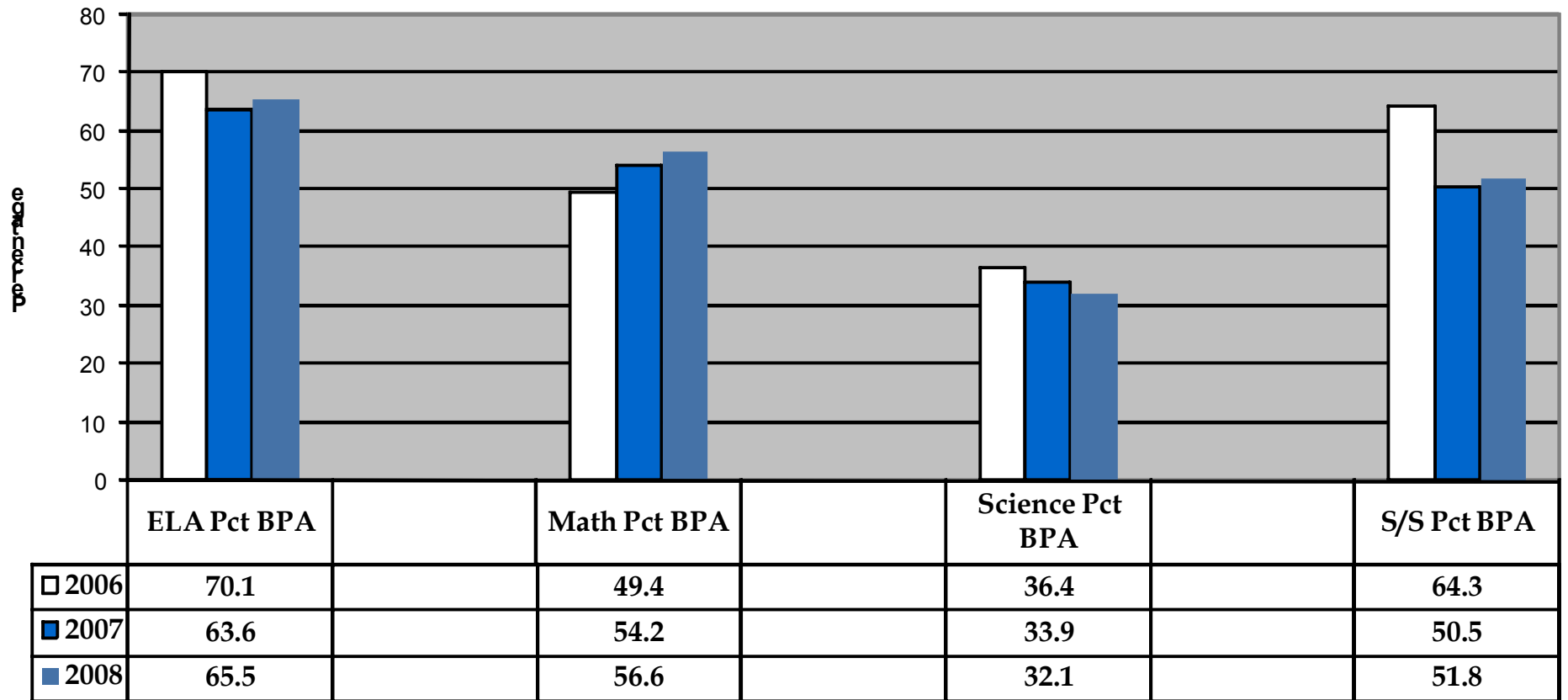
Current 5th Graders

- 36.7% scored BB in Math (or 67.3% scored BB or B categories)
- 32.6% scored BB in Reading (or 58.7% scored BB or B categories)
- 30.4% scored BB in Writing (or 58.7% scored BB or B categories)

**Longitudinal PACT DATA/Webber Elementary
2006-2008**

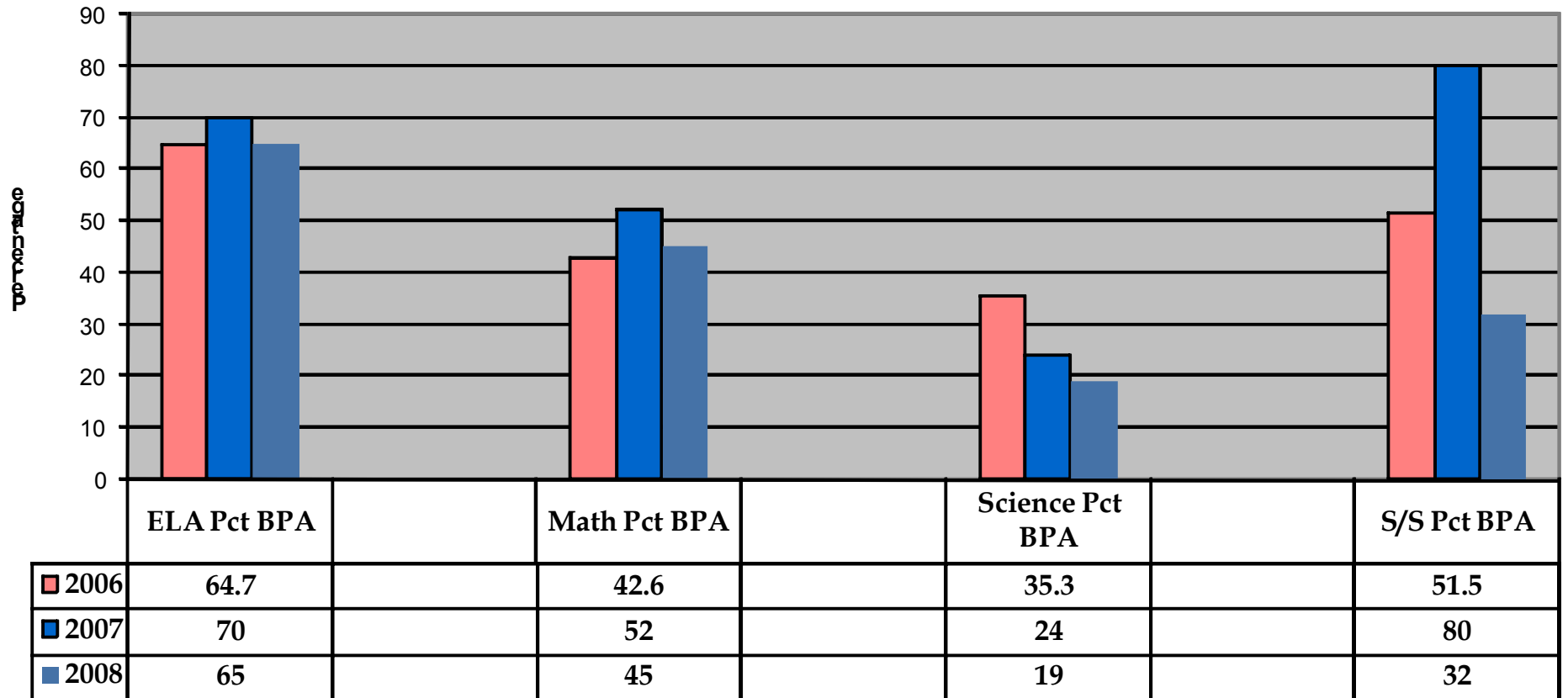
All Students		ELA Pct BPA	Math Pct BPA	Science Pct BPA	S/S Pct BPA		
	2006	70.1	49.4	36.4	64.3		
	2007	63.6	54.2	33.9	50.5		
	2008	65.5	56.6	32.1	51.8		
Grade 3		ELA Pct BPA	Math Pct BPA	Science Pct BPA	S/S Pct BPA		
	2006	64.7	42.6	35.3	51.5		
	2007	70	52	24	80		
	2008	65	45	19	32		
Grade 4		ELA Pct BPA	Math Pct BPA	Science Pct BPA	S/S Pct BPA		
	2006	68.4	52.6	39.5	76.3		
	2007	58.1	49.2	36.5	44.4		
	2008	69.6	63.3	50	72		
Grade 5		ELA Pct BPA	Math Pct BPA	Science Pct BPA	S/S Pct BPA		
	2006	79.2	56.3	35.4	72.9		
	2007	59.5	64.3	38.1	33.3		
	2008	62.1	61.7	27.3	51.5		
Grade 3		Writing BPA	Writing A	Writing P	Writing B	Writing BB	
	2007	75.5	17	24.5	34	24.5	
	2008	62.5	15	20	27.5	37.5	
Grade 4		Writing BPA	Writing A	Writing P	Writing B	Writing BB	
	2007	70.8	24.6	23.1	23.1	29.2	
	2008	69.6	10.9	30.4	28.3	30.4	
Grade 5		Writing BPA	Writing A	Writing P	Writing B	Writing BB	
	2007	72.2	19.4	38.9	13.9	27.8	
	2008	65.5	0	17.2	48.3	34.5	

Three-Year PACT Summary



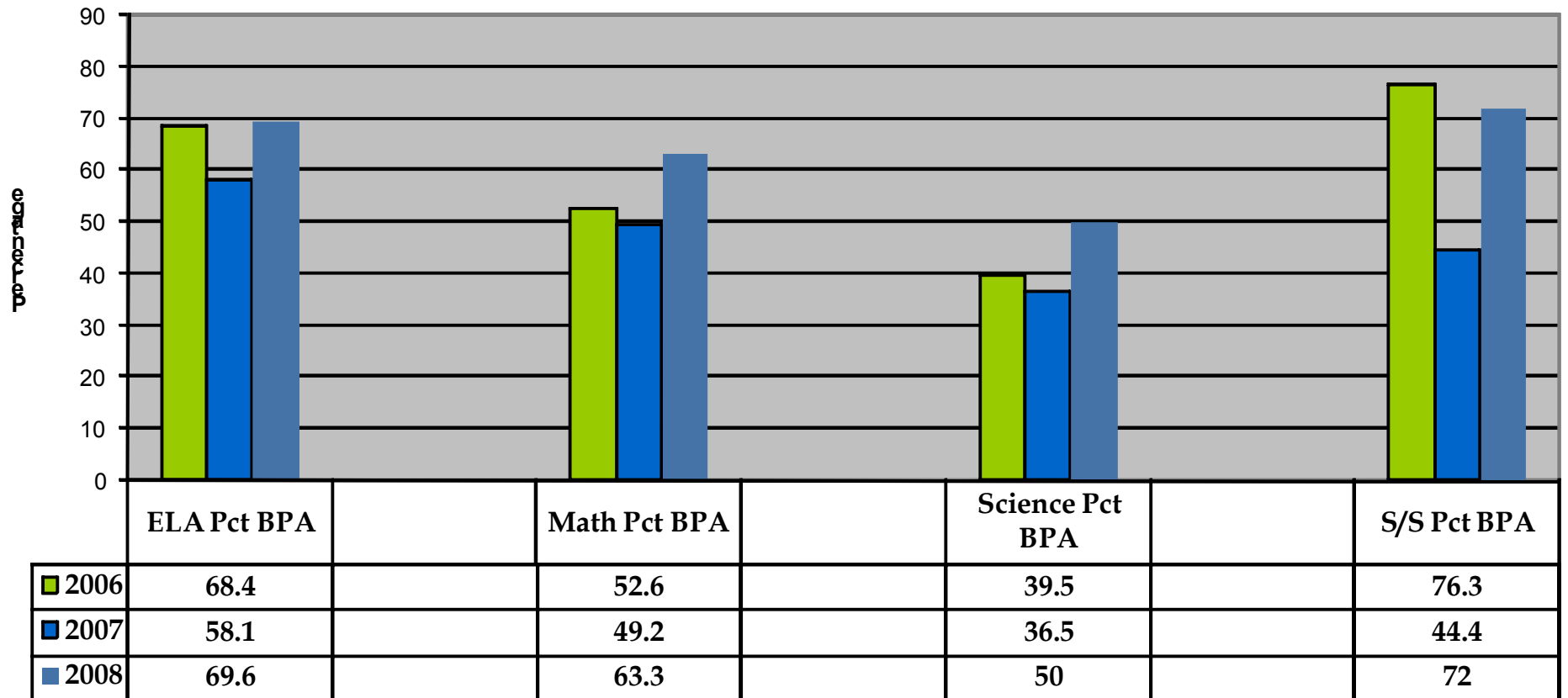
All Students

Three-Year PACT Summary



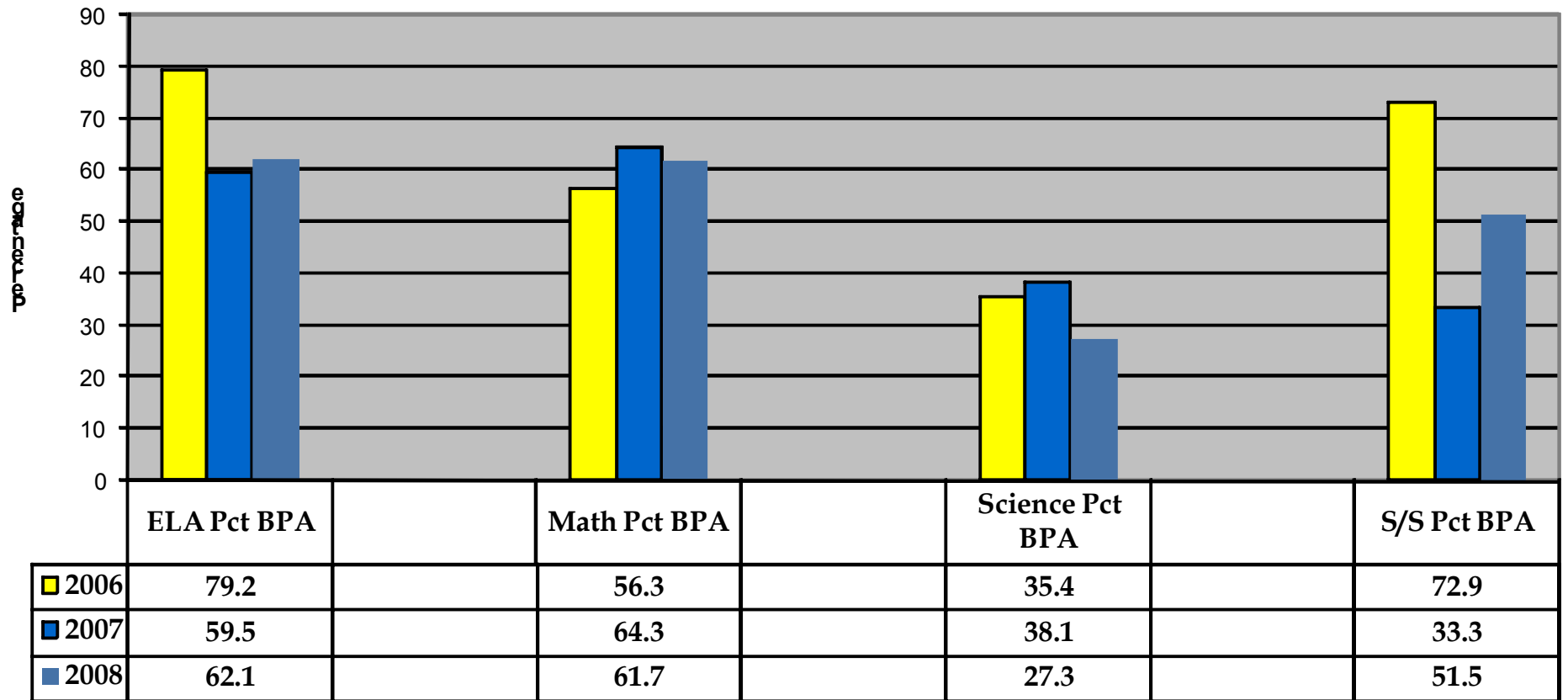
Grade 3

Three-Year PACT Summary



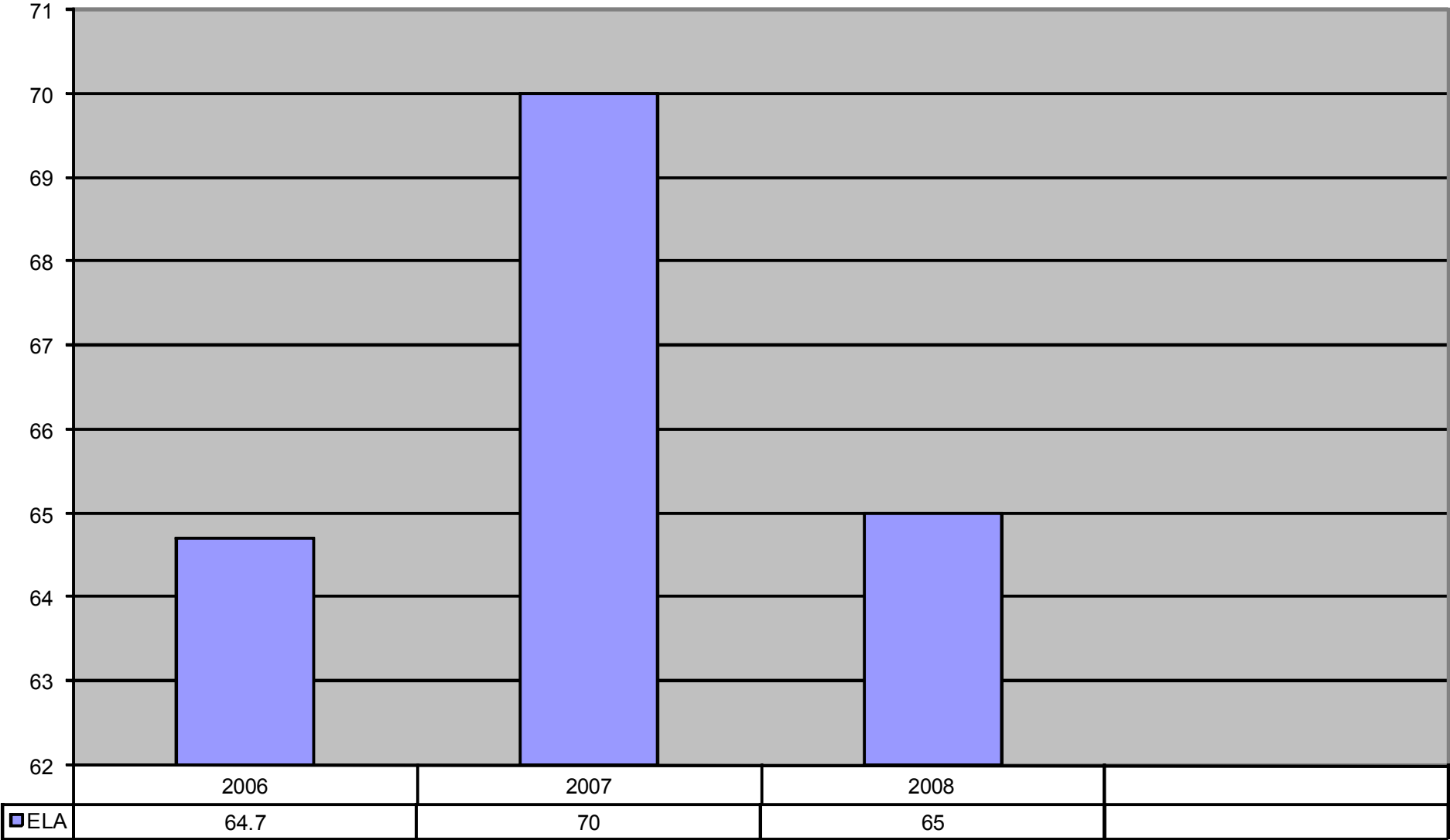
Grade 4

Three-Year PACT Summary



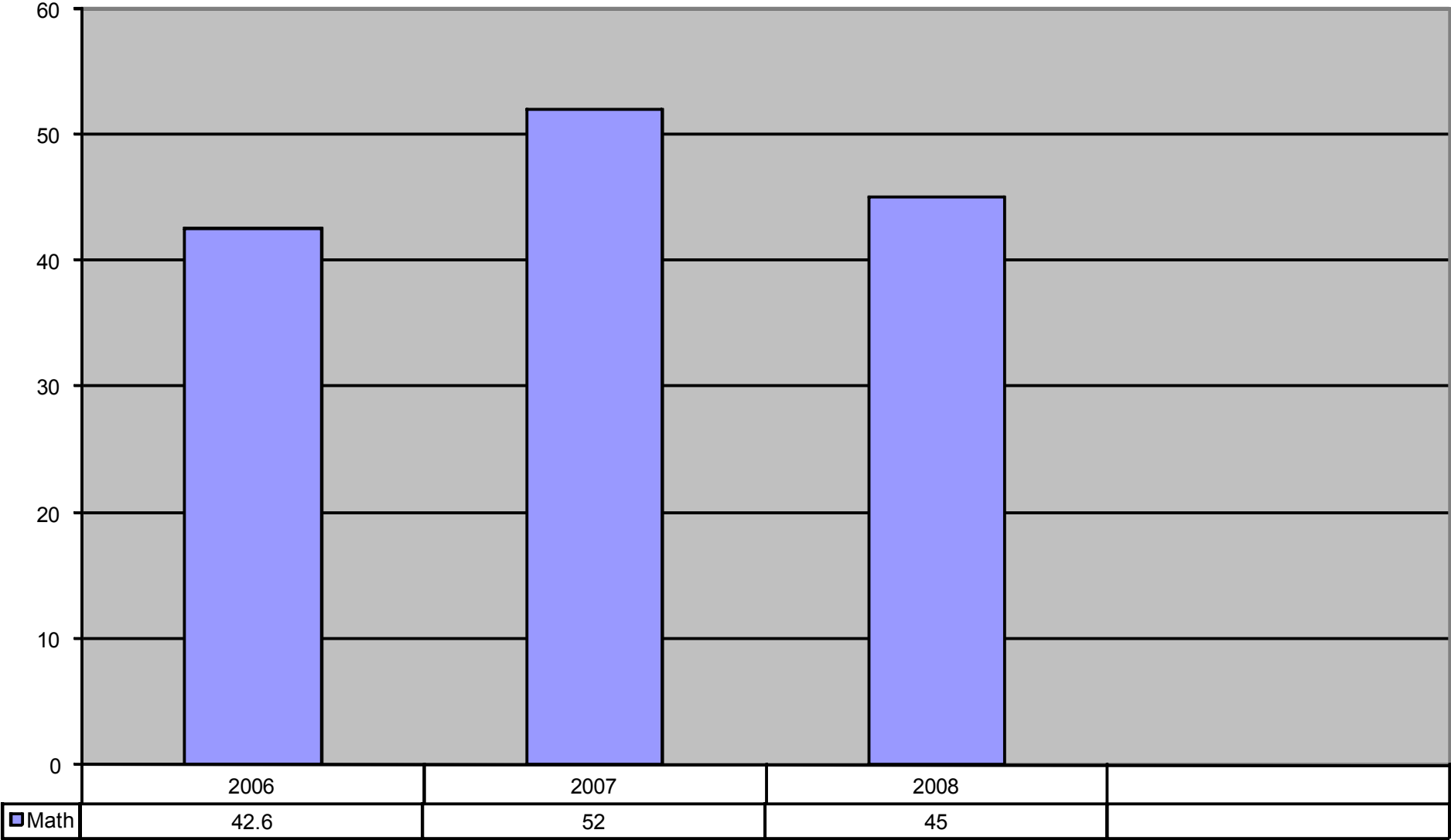
Grade 5

3rd Grade ELA



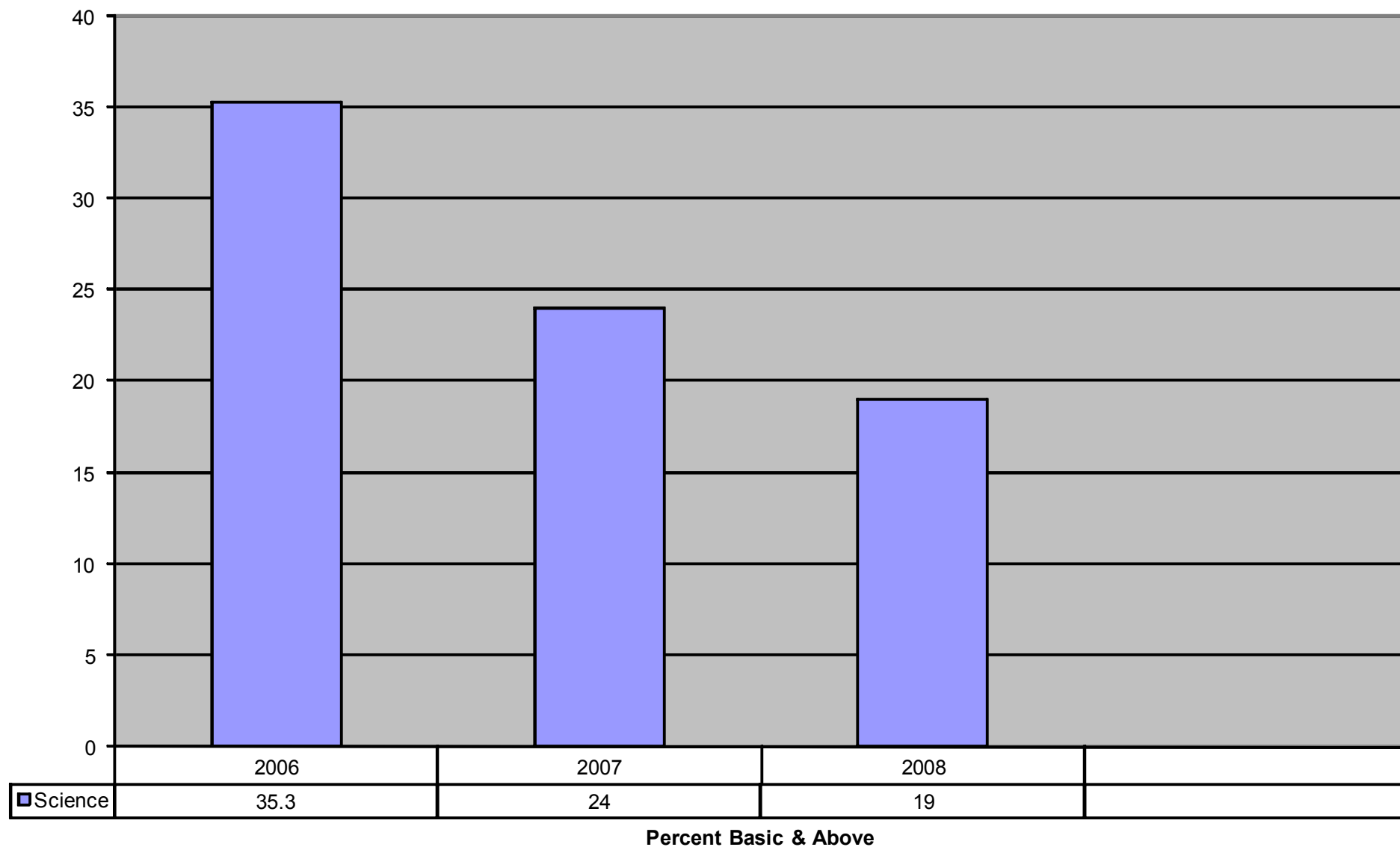
Percent Basic & Above

3rd Grade Math

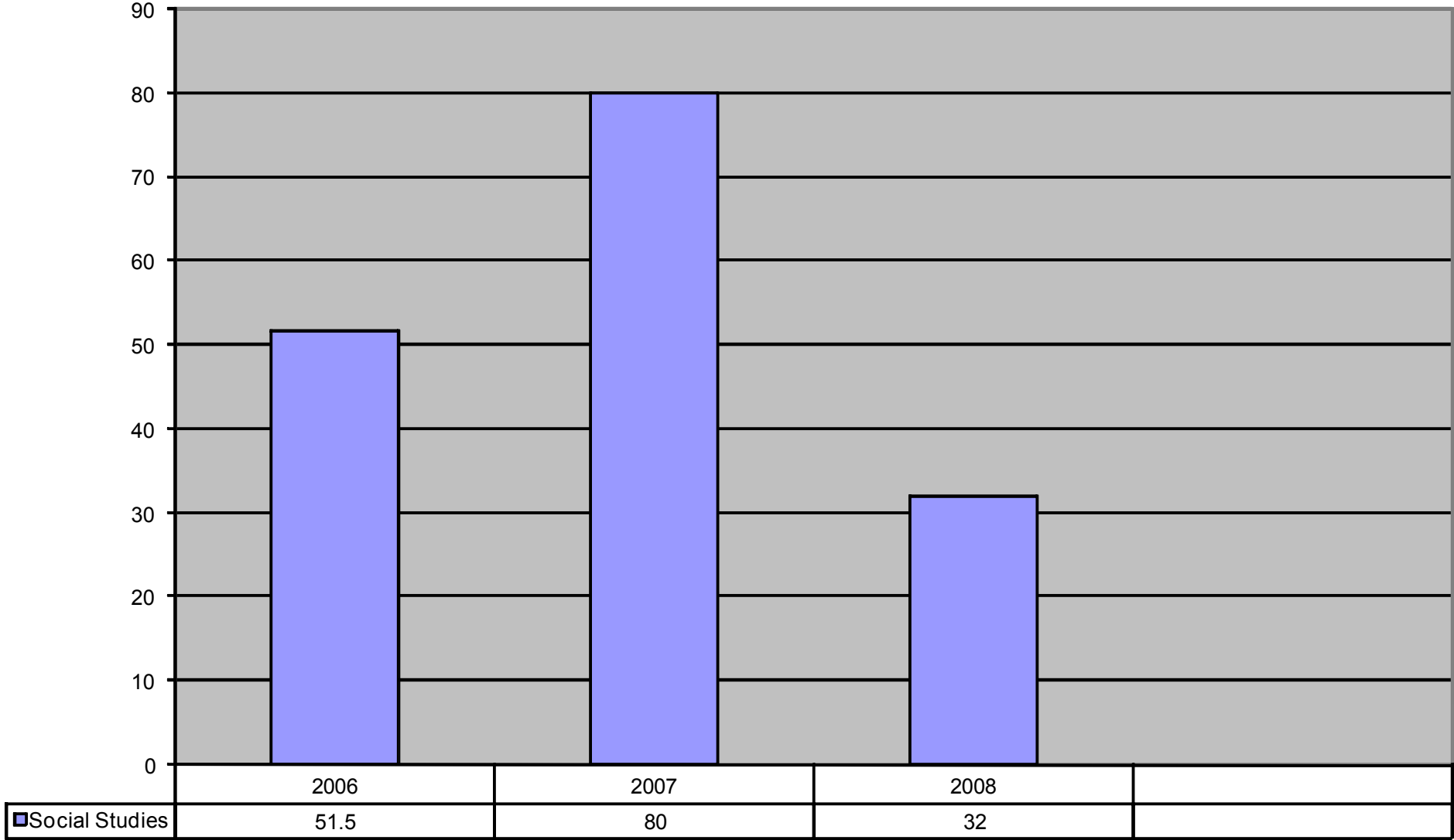


Percent Basic & Above

3rd Grade Science

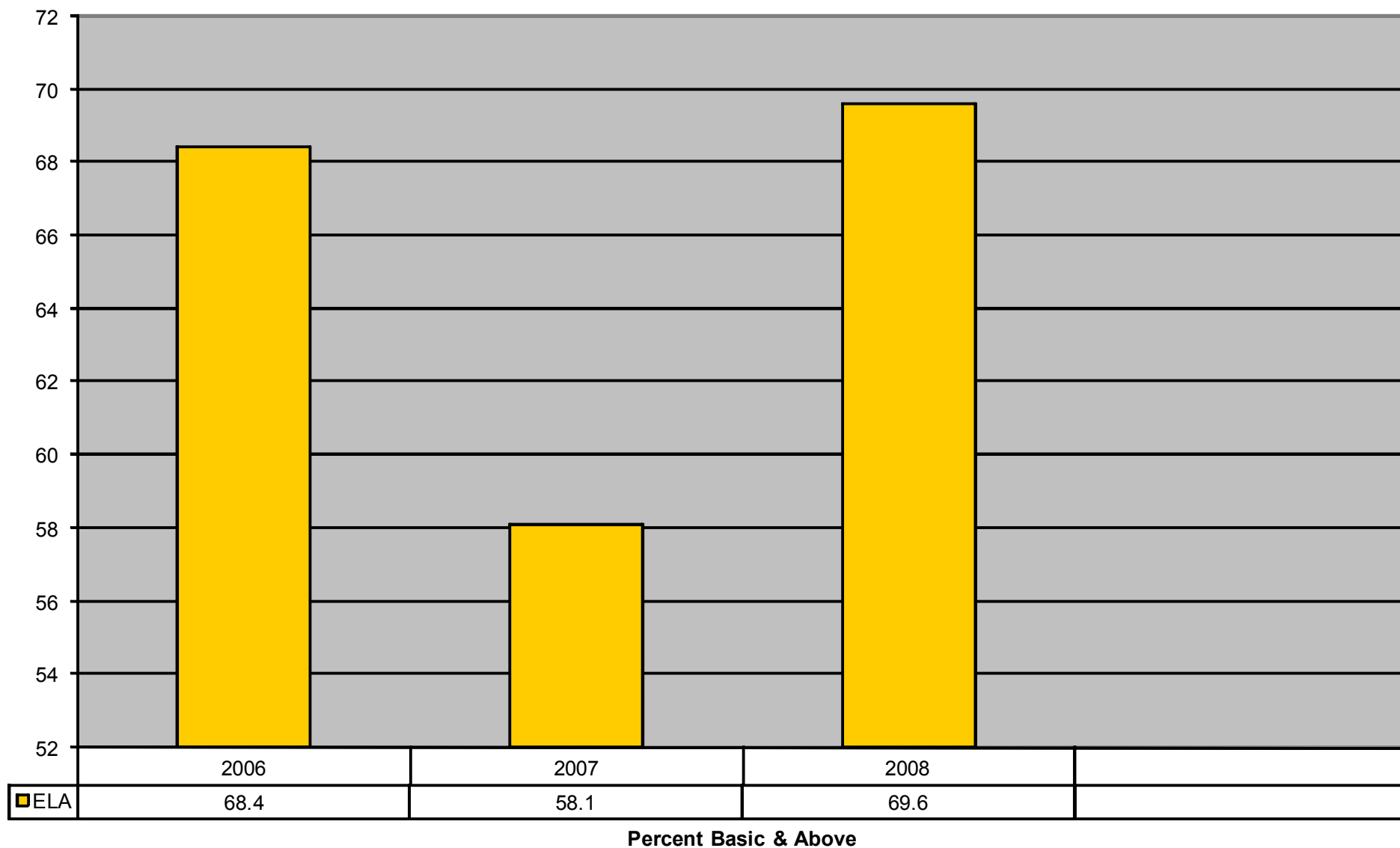


3rd Grade Social Studies

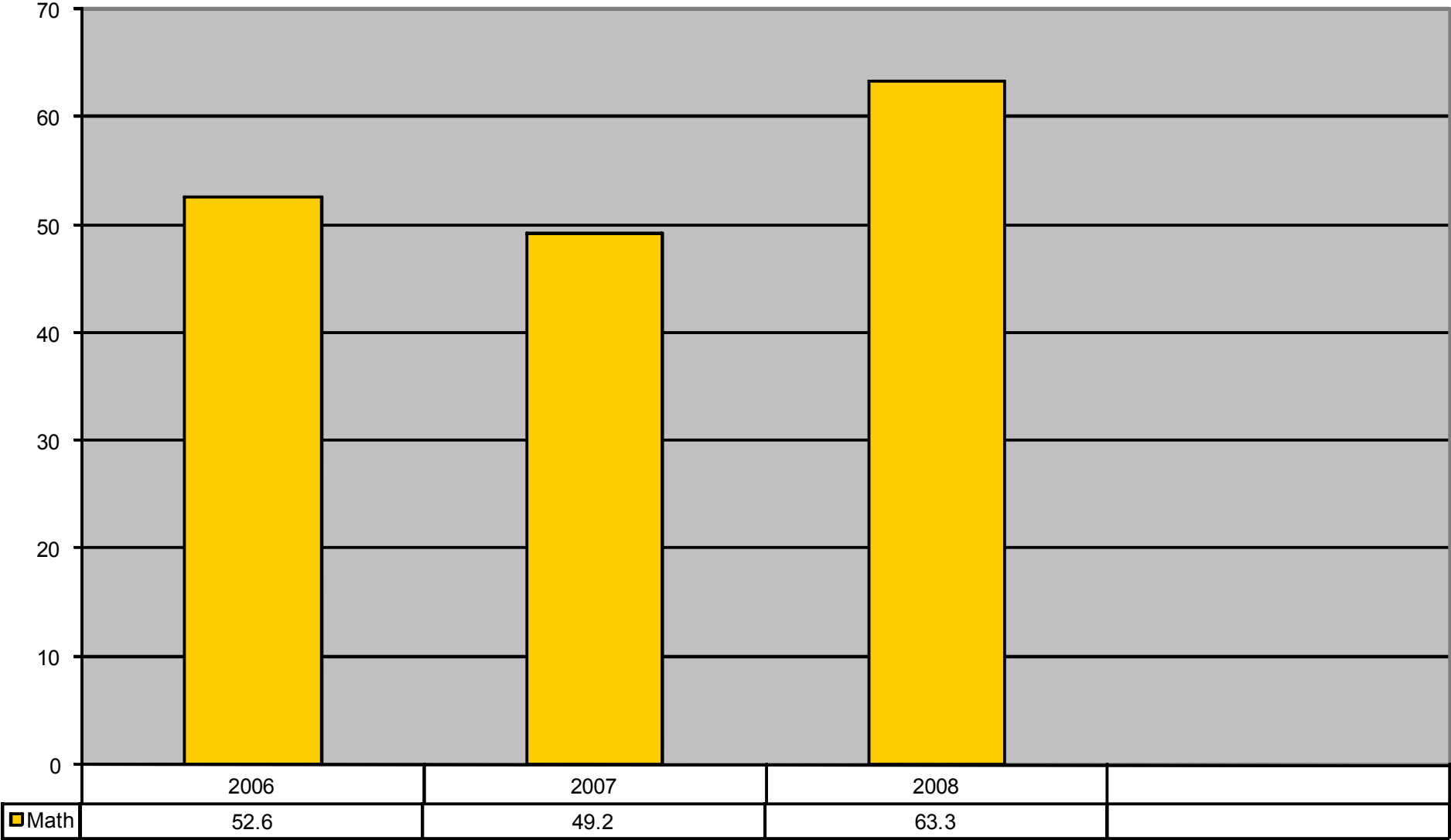


Percent Basic & Above

4th Grade ELA

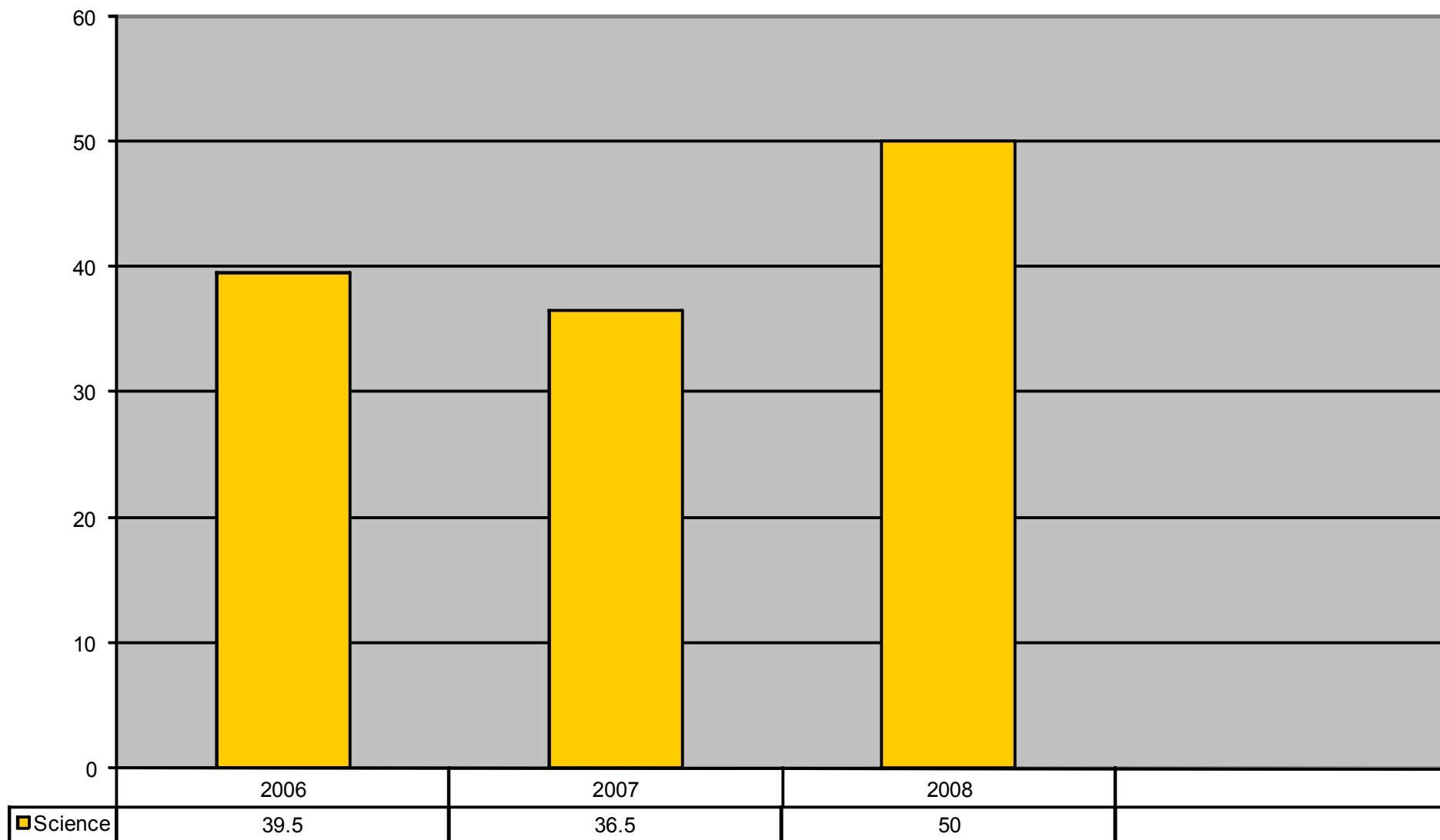


4th Grade Math



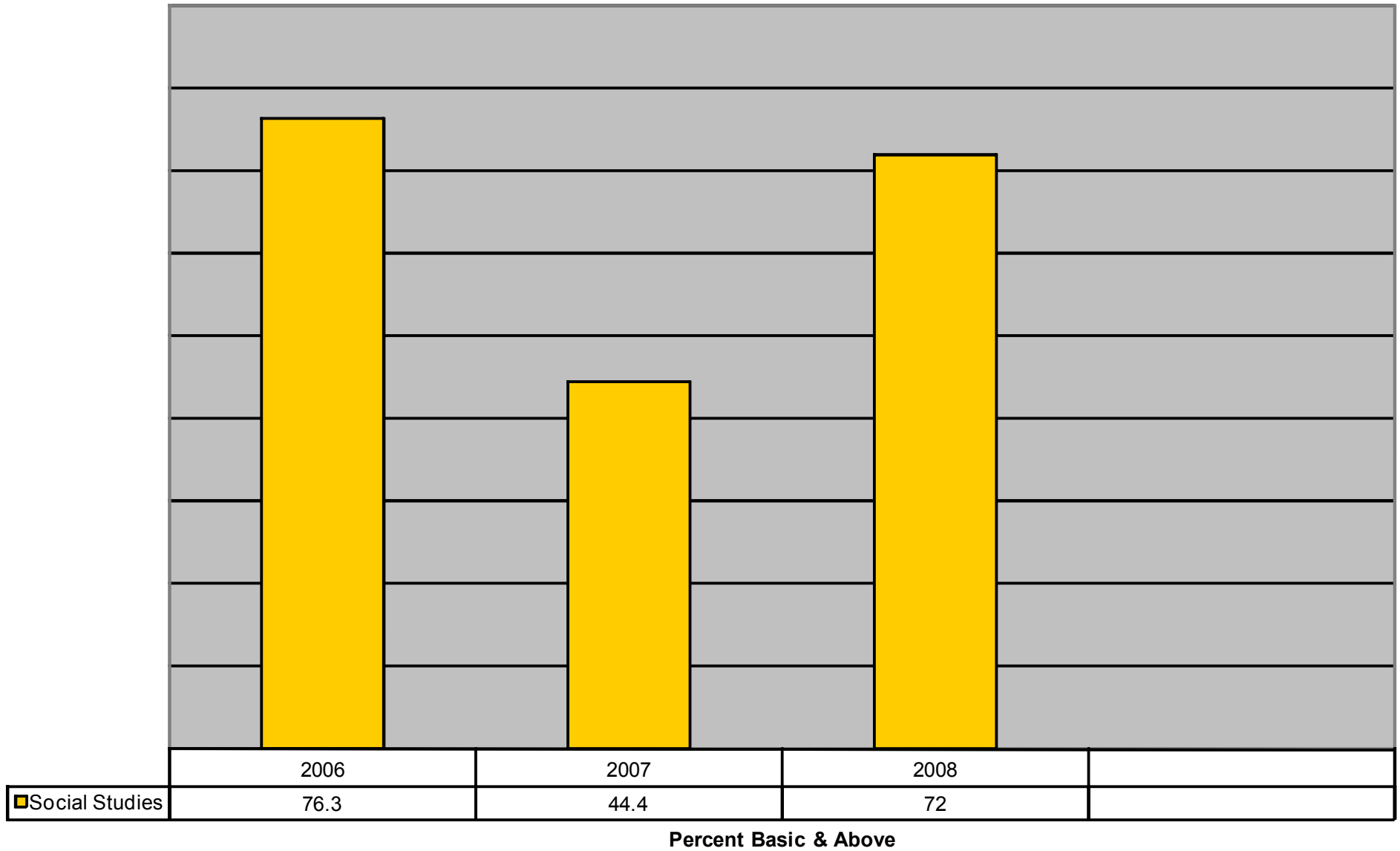
Percent Basic & Above

4th Grade Science

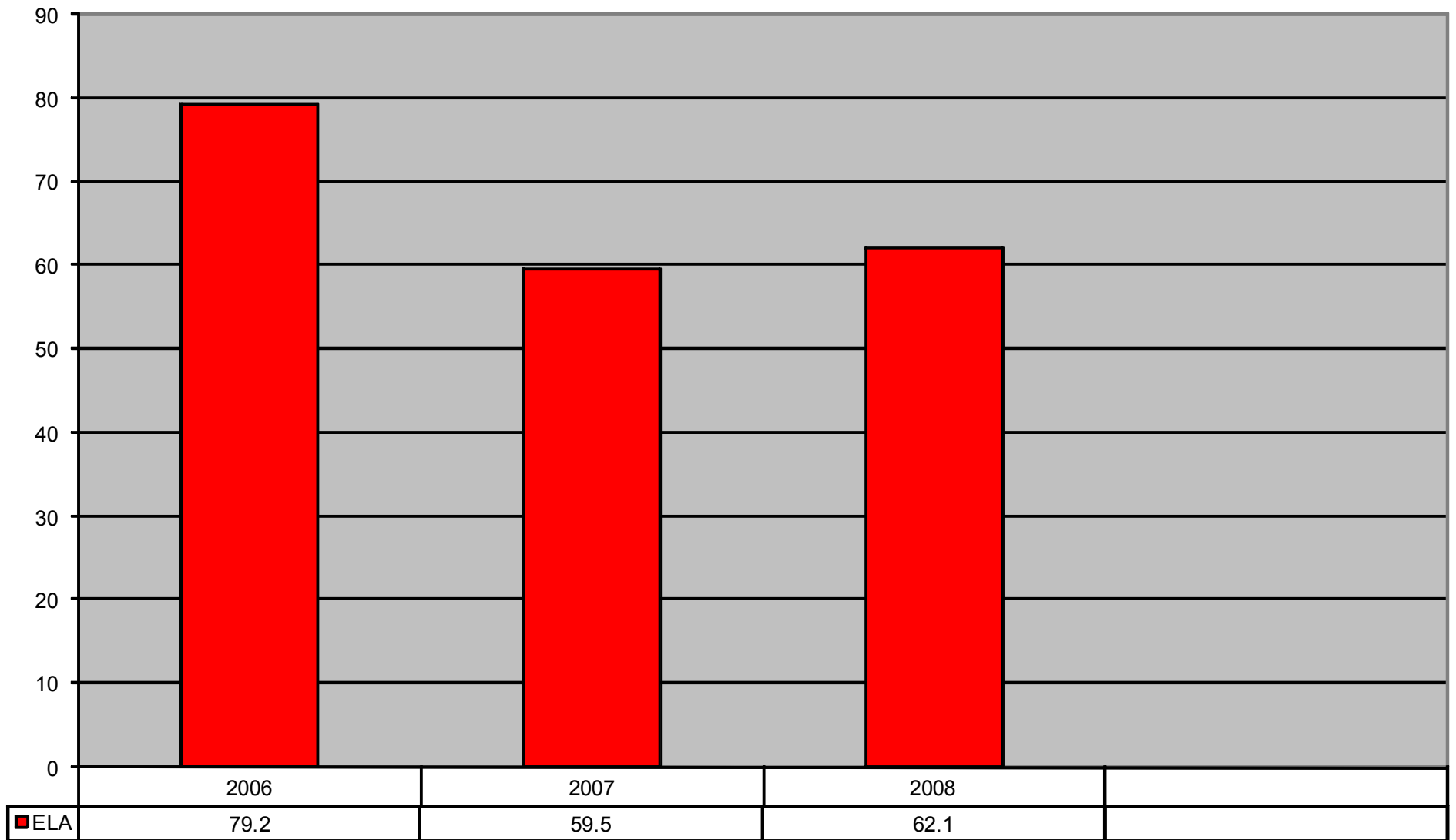


Percent Basic & Above

4th Grade Social Studies

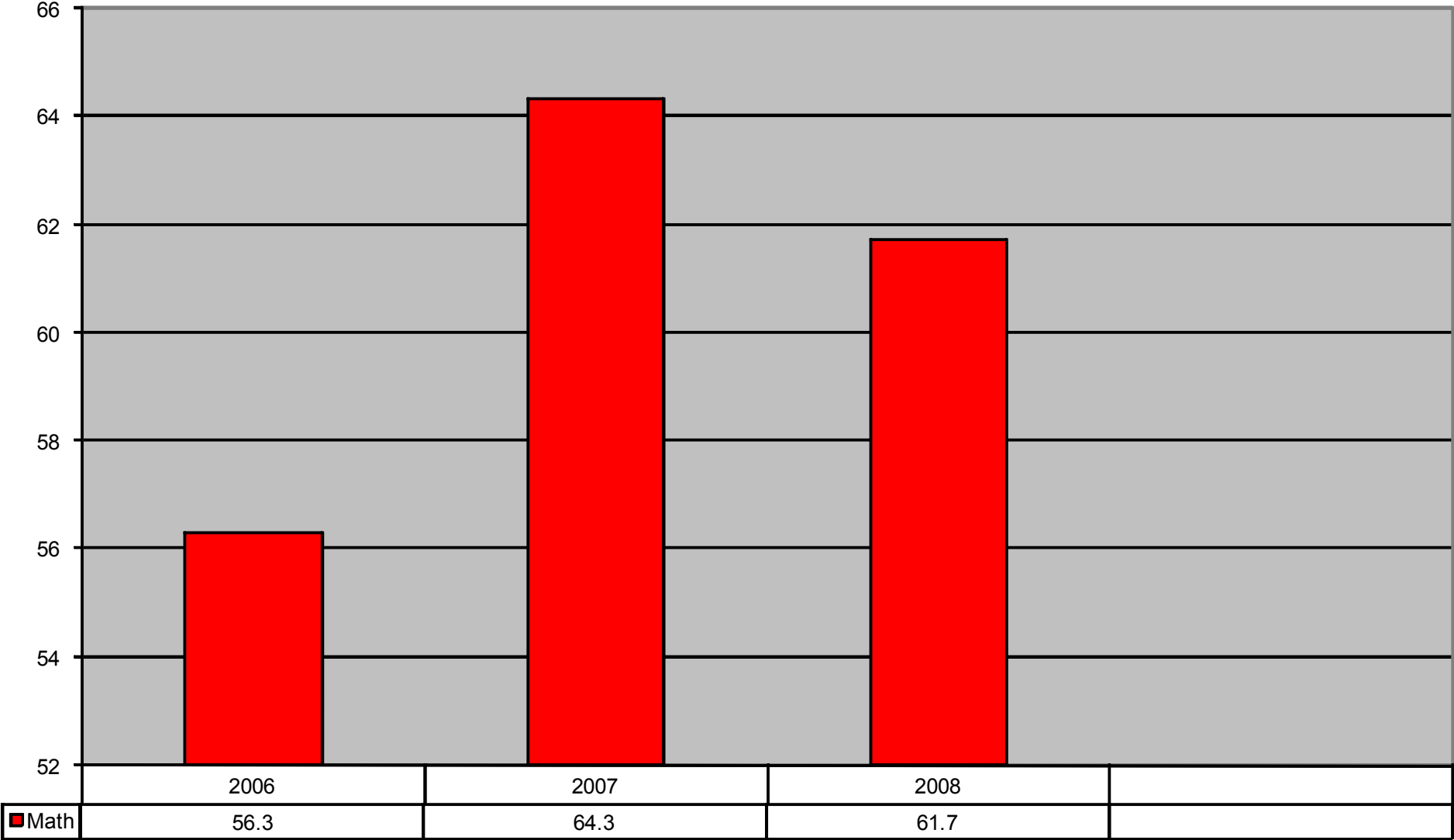


5th Grade ELA



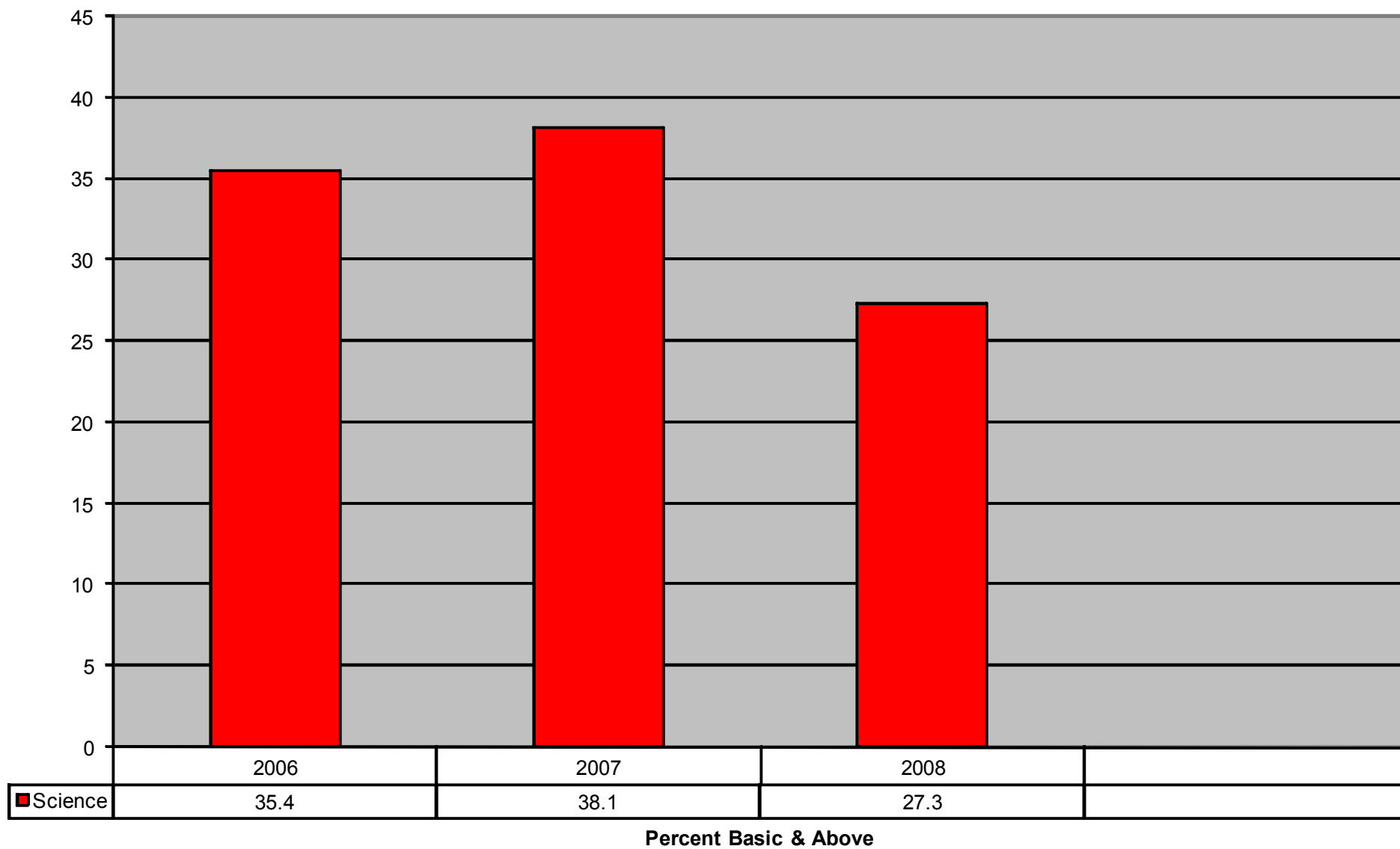
Percent Basic & Above

5th Grade Math

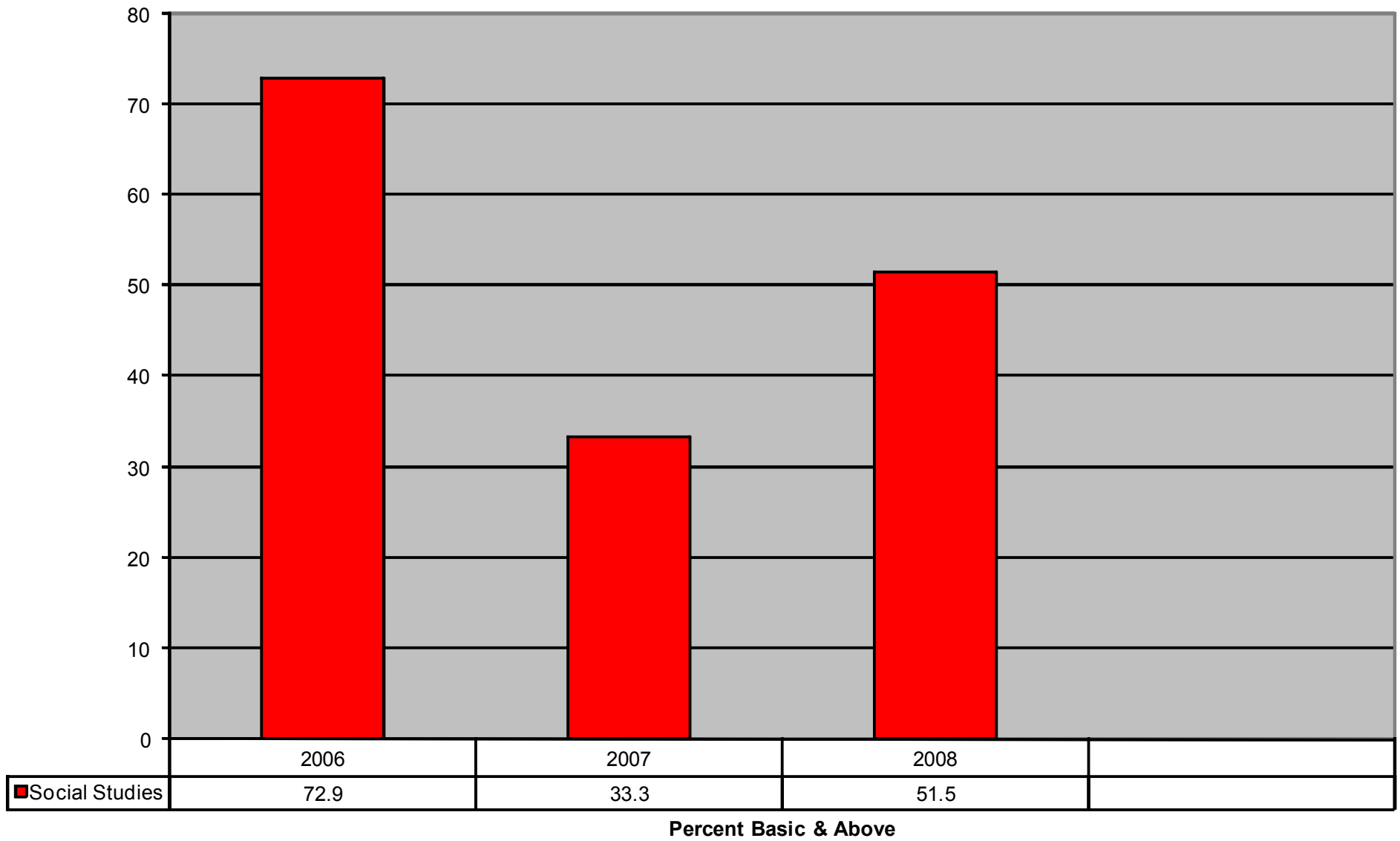


Percent Basic & Above

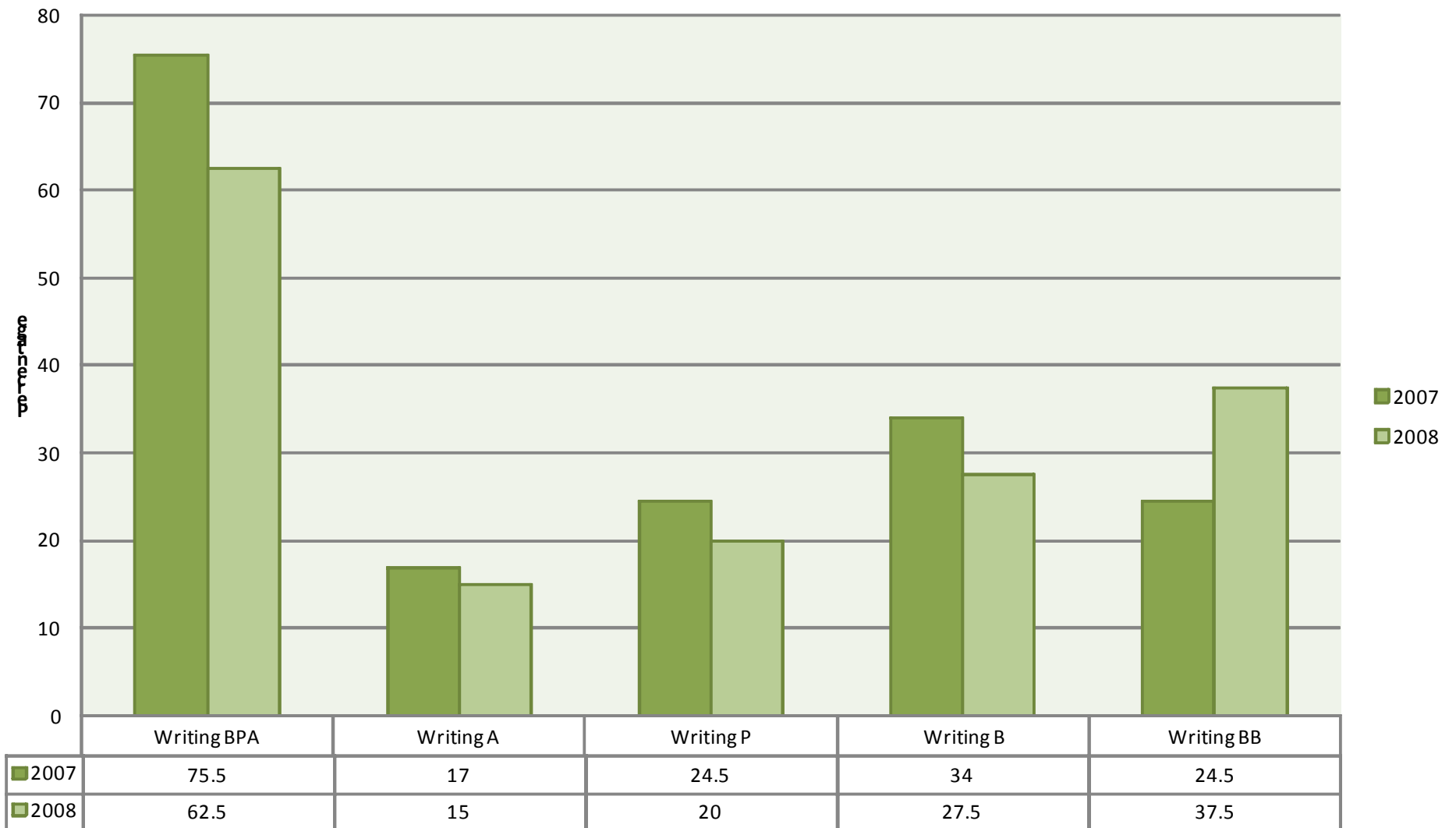
5th Grade Science



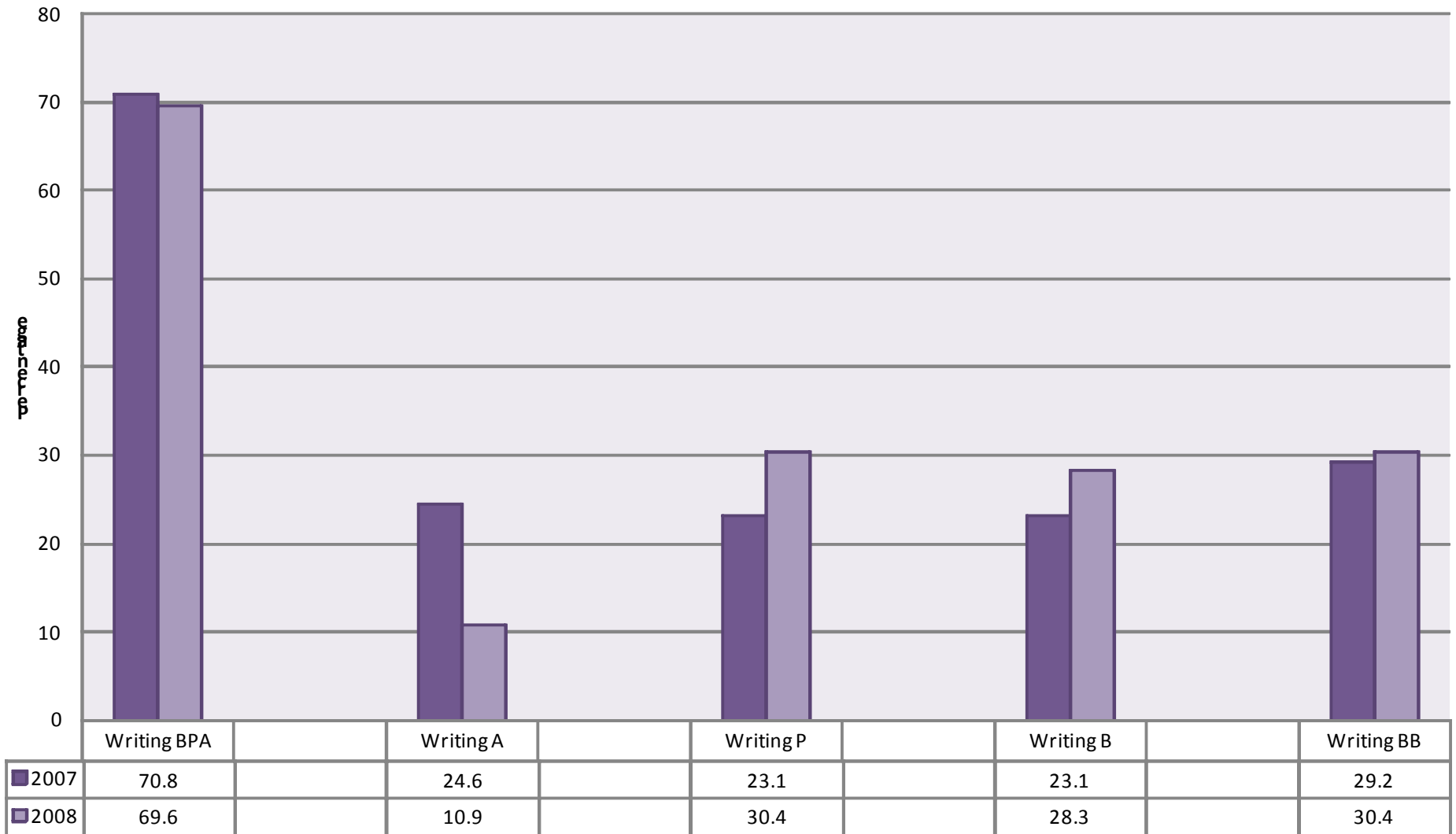
5th Grade Social Studies



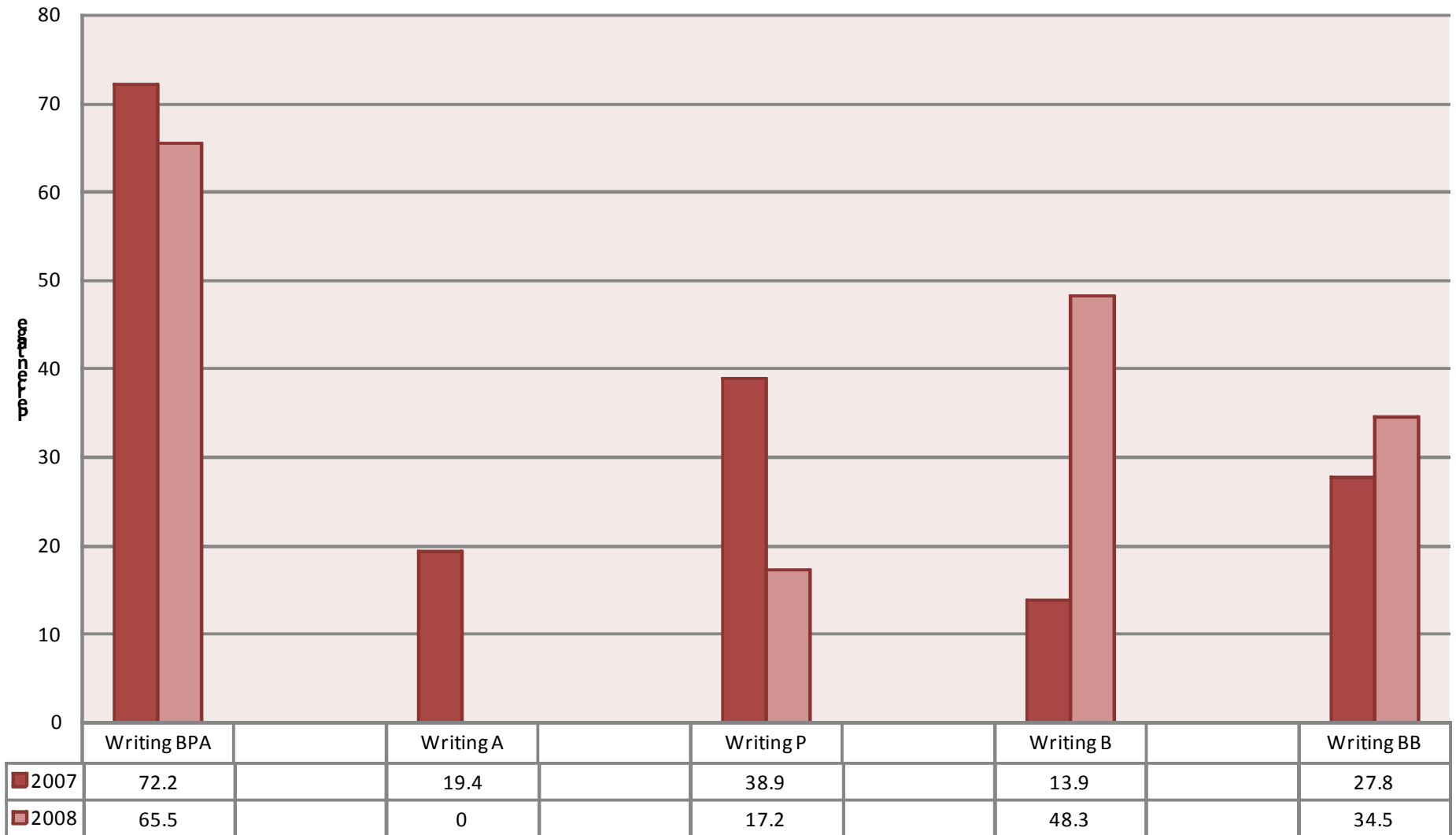
Two-Year Writing PACT Summary Grade 3



Two-Year Writing PACT Summary Grade 4



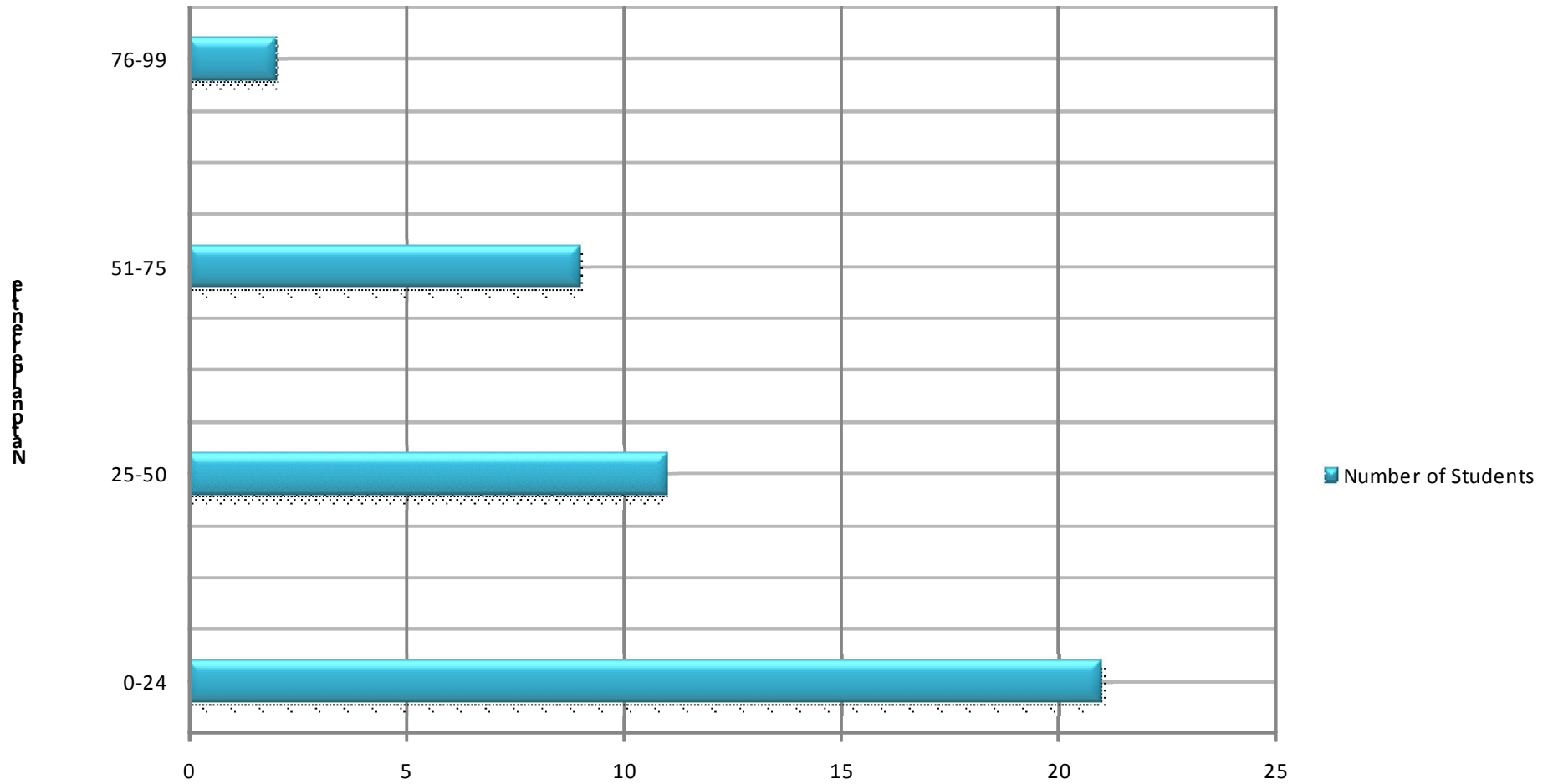
Two-Year Writing PACT Summary Grade 5



**Grade 3
2008-2009
Terra Nova**

National Percentile Number of Students	Fall 2007 Reading	0-24 21	25-50 11	51-75 9	76-99 2
National Percentile Number of Students	Fall 2007 Math	0-24 23	25-50 9	51-75 6	76-99 5

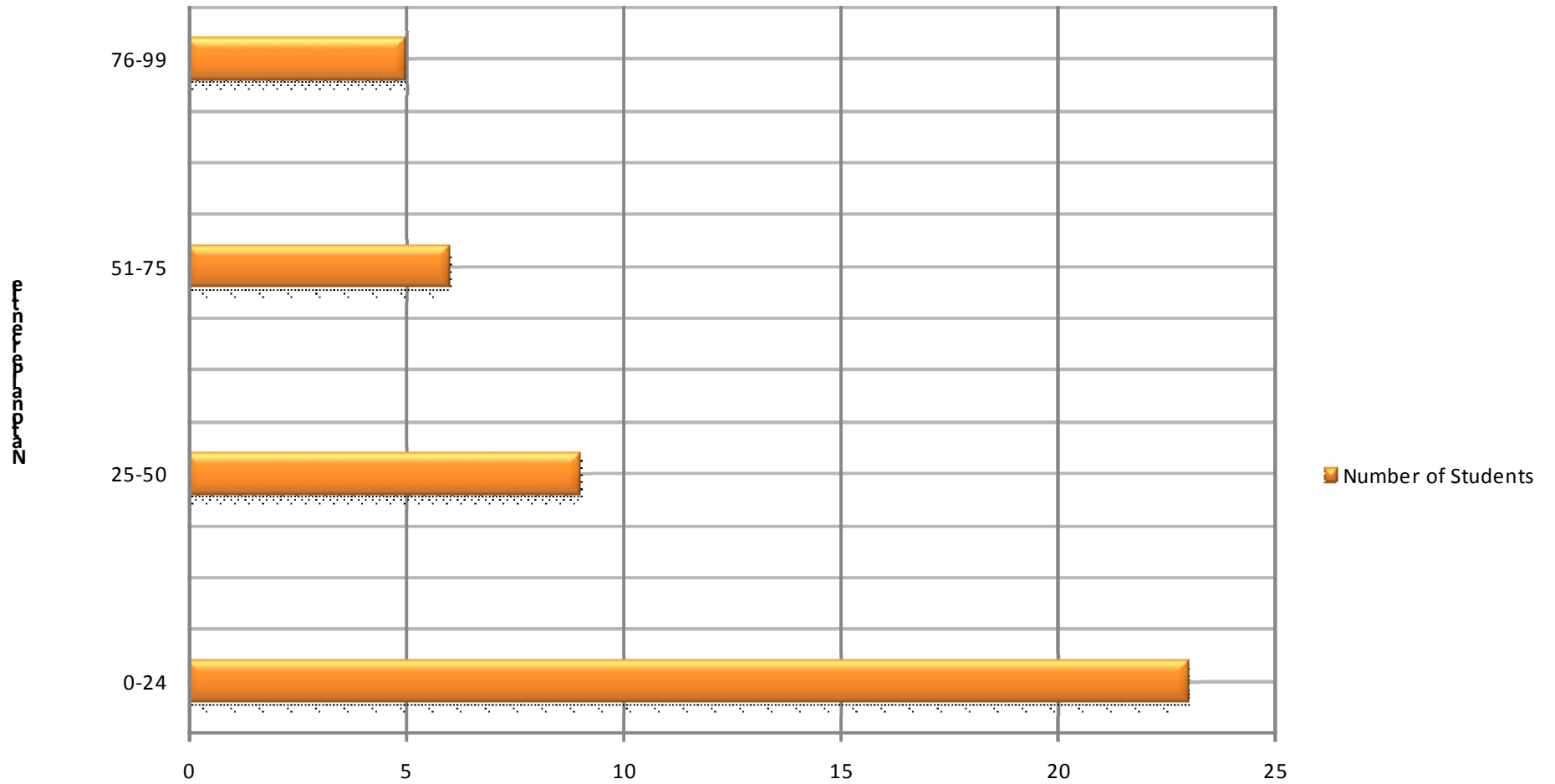
Grade 3 Terra Nova Fall 2007/Reading



	0-24		25-50		51-75		76-99
Number of Students	21		11		9		2

Number of Students

Grade 3 Terra Nova Fall 2007/Math



	0-24		25-50		51-75		76-99
Number of Students	23		9		6		5

Number of Students

Our selected goals will achieve expected progress, by first providing additional time, (from 20 to 25 hours), in the SuccessMaker lab. Teachers will then use the weekly student/class progress reports from the lab to identify students with weaknesses to be addressed in the classroom. At least .10 percent growth must be shown for each student each month. If there are students already above grade level, those students will maintain their course level and time spent after their initial placement motion (IPM), in order to maintain or move up acceptable progress rating to 100%. If all students made acceptable performance of 65% for reading and 80% for Math, then our data will show the improvement of .3 absolute value over the 2-year period.

The SuccessMaker program provided the district with a correlation of its courseware Benchmark Levels which corresponds to the level of proficiency on the South Carolina State Assessment. It is as follows:

Table 1: Math Basic Courseware		Table 2: Math Proficient Courseware	
Grade Benchmark Level		Grade Benchmark Level	
K	0.8	K	0.8
1	1.7	1	2.1
2	2.7	2	3.4
3	3.6	3	4.7
4	4.5	4	5.5
5	5.3	5	6.6
6	6.3	6	TO ¹
7	7.3	7	TO ¹
8	8.3	8	TO ¹

Table 3: Reading Basic Courseware		Table 4: Reading Proficient Courseware	
Grade Benchmark Level		Grade Benchmark Level	
K	1.0	K	1.0
1	1.9	1	2.3
2	2.8	2	3.5
3	3.7	3	4.7
4	4.7	4	4.2
5	5.7	5	TO ²

To¹ refers to "Topping Out" of Math Concepts & Skills

To² refers to "Topping Out" of Reader's Workshop

*Courseware benchmarks were developed from NAEP and state assessment statistics.

Updated February 2008

While revising the FSRP, it was noted by the ERT confirmation committee that not all strategies clearly related to the student achievement focused goals. Therefore, most of the strategies were rewritten to clearly and specifically reflect such, while others needed to be deleted. As we continued to have the data be the catalyst for our selection of goals, we determined that there were three specific goals that would produce the desired results for overall student achievement. One goal each was developed for English Language Arts, Writing and Math. A clear and focused system for frequent monitoring of student progress is also embedded in our plan.

After our work with the ERT, we felt strongly that the goals developed by the school meets the needs of the students. Finally, by implementing the strategies within the goals, we know that we will be well on our way in making the progress necessary to move our school out of the unsatisfactory category.

2007-2009 (2-year) Demographics for Webber Elementary

Webber Elementary School serves approximately 351 students in grades child development through fifth grade. This is a Title One school with more than 93.3% of all students being classified as free or reduced lunch recipients. We had 16 homeroom classes in which 64 of the students were served in speech. There were 2 self contained Educable Mentally Disabled (EMD/SC) classes, and the Learning Disabled Resource class which served 26 students. Of our “tested population”, more than 22% of those students were identified with an IEP (Individual Educational Plan) and required special accommodations or modifications during the assessment. Additionally, the numbers of students in any given category was not significant enough to create a sub-group of any description, including the Academically Advanced Program (AAP) for “gifted” students.

Many of our children live in public housing in the rural community and surrounding areas of Lower Richland. Over 92% are African Americans and remaining minority populations are Caucasians and Hispanics. Our faculty and staff racial make-up is 60% African Americans, 39% Caucasians and 1% Hispanic.

All faculty members are classified as highly qualified. The teacher retention rate has tended to improve over the past years; however, the challenge of recruiting and maintaining highly qualified teachers continues to be a barrier. Due to signing bonus and locales of urbanized schools, meeting the needs of rural schools with regards to faculty stabilization, will continue to be a huge challenge. Community and parental support has been instrumental in helping to increase and maintain a high attendance rate for both students and staff.

Webber Elementary FSRP Timeline

2008

July

- *Provide support to organize and establish the Literacy Lab

August

- *Provide professional development in data analysis
- *Administer Core Vocabulary Assessment to individual students
- *Set yearly professional development calendar
- *Provide staff development in the use of the SC State Writing Rubric
- * Review the FSRP with staff

September

- *Administer/score/ and review data from school-wide writing prompt (Pre-test)
- *Administer IP Assessment for SuccessMaker (3-5)
- *Develop SuccessMaker class schedule
- *Meet with students to review (PACT) results and set goals
- * Analyze PACT scores with staff (9/10/08)
- * Meet with SLT to review data and implementation of strategies

October

- *Administer Benchmarks for grades 3-5
- *Analyze student data from SuccessMaker/Benchmarks and use to guide instruction
- *Begin writing portfolios
- *Provide professional development in areas of data analysis and flexible grouping
- *Meet with students for progress update
- * Faculty update on "Overall Status of Implementation of Goals"
- * Meet with SLT to review data and implementation of strategies

November

- *Analyze student data from SuccessMaker/Benchmarks and use to guide instruction
- *Continue with professional development in areas of data analysis and flexible grouping
- *Meet with students for progress update
- * Faculty update on "Overall Status of Implementation of Goals"
- * Meet with SLT to review data and implementation of strategies

December

- *Continue with professional development in areas of data analysis and flexible grouping
- *Analyze student data from SuccessMaker/Benchmarks and use to guide instruction
- *Meet with students for progress update
- * Faculty update on "Overall Status of Implementation of Goals"
- * Meet with SLT to review data and implementation of strategies

2009

January

- *Administer Benchmark for ELA, Math and Science
- *Analyze student data from SuccessMaker/Benchmarks and use to guide instruction
- *Continue with professional development in areas of data analysis and flexible grouping
- *Meet with students for progress update
- * Faculty update on "Overall Status of Implementation of Goals"
- *Meet with SLT to review data and implementation of strategies

February

- *Analyze student data from SuccessMaker/Benchmarks and use to guide instruction
- *Administer/score/ and review data from school-wide writing prompt (Post-test)
- *Evaluate progress in the Focused School Renewal Plan (FSRP)
- *Meet with students for progress update
- *Meet with SLT to review data and implementation of strategies

March

- *Compile data for plan and write the evidence for review
- *Analyze student data from SuccessMaker/Benchmarks and use to guide instruction
- * State Writing Assessment
- * Faculty update on "Overall Status of Implementation of Goals"
- * Meet with SLT to review data and implementation of strategies

April

- * Submit completed FSRP Final Report and evidence for review April 1
- *Continue with professional development in areas of data analysis and flexible grouping
- * Faculty update on "Overall Status of Implementation of Goals"
- * Meet with SLT to review data and implementation of strategies

May

- *Continue with professional development in areas of data analysis and flexible grouping
- * Faculty update on "Overall Status of Implementation of Goals"
- *State Testing

**FOCUSED SCHOOL RENEWAL PLAN
2008–09 School Year of Implementation
Student Achievement Focused Goal**

Focused Goal 1: By April 1 2009, 50% of students in Grades 3-5 will show 65% mastery of all skills attempted in SuccessMaker Reading from September, 2008 to March, 2009, as measured by Cumulative Performance Reports generated using SuccessMaker Software, demonstrating the accomplishment of this goal.

(The desired result is student achievement. The goals must be academic goals related to the school report card.)

Strategy (List the processes/activities to fully implement the goal that will have a high probability of improving student achievement.)	Person(s) Responsible (Position/Name)	Start Date of Strategy	Indicator(s) of Implementation <i>(Explain how each indicator will be used to support the achievement of the goal, followed by the name of the person responsible for the documentation.)</i>
1. Seventy-five minutes per week of ELA in the SuccessMaker lab for all students in Grades 3-5	Ham Simons Classroom Teachers	Sept 2008	Daily lessons in the SuccessMaker lab support the achievement of this goal. <ul style="list-style-type: none"> • The lab manager will give weekly reports to teachers, CRT and principal. (Simons) • SuccessMaker data will be kept by teachers, CRT and principal in data notebooks and used to plan for small group instruction. (Bi-weekly to Harrison) • The principal will follow up by meeting with any teacher whose class does not meet the required time, provide assistance and will document the meeting in writing or in a conference. (Principal)
2. The literacy lab teacher will collaborate with ELA teachers weekly to analyze data, provide leveled books and small group instruction to students.	Literacy Lab Coach Ham Harrison Grade Level Chairs	Sept 2008	Regularly scheduled analysis of data to plan for small group instructions supports the achievement of this goal. <ul style="list-style-type: none"> • At weekly grade level meetings, the team of teachers will analyze SuccessMaker data to plan for instruction in ELA. Anecdotal records will be reviewed monthly and submitted by the grade-level chair to the principal and/or CRT to make sure that the data is used to instruct small flexible groups. (GLC: Scott, Baxter, Benjamin) • The principal will follow up by meeting with any team whose records do not show use of data for small flexible groups, provide assistance and will document the meeting in writing or in a conference.

<p>3. Twenty minutes of daily vocabulary instruction, including core vocabulary and high frequency words derived from the district's Language Arts Instructional plan will be included in the ELA block. Five words will be taught and displayed in each classroom each week.</p>	<p>Baxter Lamar Classroom Teachers</p>	<p>Sept 2008</p>	<p>Increasing the amount of time spent on instruction of vocabulary supports the achievement of this goal.</p> <ul style="list-style-type: none"> • A detailed schedule by ELA block will be posted outside each classroom. (September, Ham) • A master schedule of all ELA classes will be compiled by the administrative team. (Harrison) • The principal or CRT will provide feedback to teachers on classroom observations in writing or in a conference. (Each class bi-weekly)(beginning in November) • The principal will follow up by meeting with any teacher who is not teaching vocabulary for the specified amount of time or does not have the appropriate amount of words displayed, provide assistance and will document the meeting in writing or in a conference.
<p>4. Teachers will use classroom sets of leveled books for small flexible group instruction in reading.</p>	<p>Classroom Teachers Literacy Lab Coach</p>	<p>Sept 2008</p>	<p>Using leveled books for small group instruction based on the needs of students supports this goal.</p> <ul style="list-style-type: none"> • The literacy lab manager will provide a weekly report to the principal of books used by the lab manager and teachers with specific groups of students. (Watson) • The lab manager, principal, or CRT will provide feedback to teachers on classroom observations in writing or in a conference. (Bi-weekly) • The principal will follow up by meeting with any teacher who is not using leveled books in small group instruction, provide assistance and will document the meeting in writing or in a conference.
<p>5. Teachers will be given professional development, including model lessons, for the implementation of small flexible groups based on the individual needs of students in grade K-5.</p>	<p>Ham Harrison Grade Level Chairs Literacy Lab Coach</p>	<p>Sept 2008</p>	<p>Use of small flexible groups for focused instructions supports the achievement of this goal.</p> <ul style="list-style-type: none"> • The literacy lab manager will meet with teachers to provide staff development and plan for use of leveled books in small flexible groups based on SuccessMaker and other data. The literacy lab manager will keep a log of all training and team meetings and provide a report to the principal.

FOCUSED SCHOOL RENEWAL PLAN
2008–09 School Year of Implementation
Student Achievement Focused Goal

Focused Goal 2: By April 1, 2009, 50% of students in Grades 3-5 will show 80% mastery of all skills attempted in SuccessMaker Math from September, 2008 to March 2009, as measured by Cumulative Performance Reports generated by the SuccessMaker software.

(The desired result is student achievement. The goals must be academic goals related to the school report card.)

Strategy (List the processes/activities to fully implement the goal that will have a high probability of improving student achievement.)	Person(s) Responsible (Position/Name)	Start Date of Strategy	Indicator(s) of Implementation <i>(Explain how each indicator will be used to support the achievement of the goal, followed by the name of the person responsible for the documentation.)</i>
1. Seventy –five minutes per week of Math in the SuccessMaker lab for all students in Grades 3-5.	Simons	Sept 2008	Daily lessons in the SuccessMaker lab support this goal. <ul style="list-style-type: none"> • The lab manager will give weekly reports to teachers, CRT and principal. (Simons) • SuccessMaker data will be kept by teachers, CRT and principal and used to plan for small group instruction. (Harrison bi-weekly) • The principal will follow up by meeting with any teacher whose class does not meet the required time, provide assistance and will document the meeting in writing or in a conference. (Principal)
2. Grade level teams will meet weekly with the principal and/or CRT to analyze data to implement appropriate instructional strategies in Math.	Ham Harrison Grade Level Chairs Scott Baxter Benjamin	Sept 2008	Analysis of student work to implement instructional strategies supports the achievement of this goal. <ul style="list-style-type: none"> • At the grade level meeting each week, the team will analyze student Math data and plan for appropriate instruction strategies in Math. The grade level chair person will keep a log of all meetings and provide a report to the principal or CRT. (Grade-level chairs) • The principal, CRT or consultant will provide feedback to teachers on classroom observations of Math instruction weekly. (Ham and Harrison) • The principal will follow up by meeting with any teacher who is not using data to plan for instruction. Assistance, if needed, will be provided followed by documentation of the outcome, every 4-weeks.

<p>3. Three hundred-twenty-five minutes (250 minutes in class and 75 minutes in SuccessMaker lab) of math instruction each week will include ten minutes of practice every day in class on number sense and math core vocabulary from the district's math curriculum guide.</p>	<p>Classroom Teachers SuccessMaker Lab Manager</p>	<p>Sept 2008</p>	<p>Increasing the amount of time spent on math instruction supports the achievement of this goal.</p> <ul style="list-style-type: none"> • Math instructional block will be indicated on teachers' daily schedules which will be posted outside of classrooms. (Classroom teachers) • A daily SuccessMaker Lab schedule will be compiled by the administrative team. (Ham) • The CRT and/or math vertical articulation teacher will meet monthly with teacher teams to discuss and review areas that need to be taught based student math data. (Harrison) • Follow up will occur at the next Leadership Team meeting to review the amount of time spent on math instruction. (Ham and Harrison) (bi-monthly) • The principal will follow up by meeting with any teacher who is not teaching math for the specified amount of time, will provide assistance and will document the meeting in writing or in a conference.
<p>4. Teachers will be given staff development, including model lessons to improve math instruction by implementing small flexible groups based on the needs of students in grades K-5.</p>	<p>Math Consultant D. Donovan D. Scott Principal</p>	<p>Sept 2008</p>	<p>Use of small flexible groups for focused instructions supports the achievement of this goal.</p> <ul style="list-style-type: none"> • The CRT, math consultant or Vertical Articulation teacher will meet with teachers to provide staff development and plan for content to be taught each month. The CRT will keep a log of all training and provide a report to the principal. • The principal, CRT or consultant will provide feedback to teachers on classroom observations in writing or in a conference. (Bi-weekly) • The principal will follow up by meeting with any teacher who is not using the appropriated strategies for math instruction, will provide assistance and will document the meeting in writing or in a conference.

**FOCUSED SCHOOL RENEWAL PLAN
2008–09 School Year of Implementation
Student Achievement Focused Goal**

Focused Goal 3: By April 1, 2009, 50% of students in grades 3-5 will score 11 points out of 15 points on the state writing rubric as measured by a pre-test writing prompt in September, 2008 and a post-test writing prompt in February, 2009.

(The desired result is student achievement. The goals must be academic goals related to the school report card.)

Strategy (List the processes/activities to fully implement the goal that will have a high probability of improving student achievement.)	Person(s) Responsible (Position/Name)	Start Date of Strategy	Indicator(s) of Implementation (Explain how each indicator will be used to support the achievement of the goal, followed by the name of the person responsible for the documentation.)
1. Grade level teams collaborate weekly to analyze data and student writing to implement appropriate instructional strategies.	Ham Harrison	Aug 2008	Analysis of student writing to implement instructional strategies supports achievement of this goal. <ul style="list-style-type: none"> At the grade level meeting each week, the team will analyze student writing and plan for instruction in the writing process. The grade level chair person will keep a log of all meetings and provide a monthly report to the principal or Curriculum Resource Teacher. The principal, CRT, or consultant will provide feedback to teachers on classroom observations in writing or in a conference. (BI-weekly) The principal or CRT will follow up by meeting with any teacher who is not implementing strategies for teaching the writing process daily, will provide assistance and will document the meeting in writing or in a conference
2. Teachers will be given professional development in using the state writing rubric to analyze and score students' writing.	Ham Leadership Team	Aug 2008	Scoring students' writing according to the state rubric supports achievement of this goal. <ul style="list-style-type: none"> The CRT or writing consultant will meet with teachers to provide staff development and plan for content to be taught each month. The CRT will keep a log of all training and provide a monthly report to the principal. The principal, CRT, or consultant will provide feedback to teachers on classroom observations in writing or in a conference. (Bi-weekly)

			<ul style="list-style-type: none"> The principal or CRT will follow up by meeting with any teacher who is not using the state rubric for instruction and scoring of student work, will provide assistance and will document the meeting in writing or in a conference.
3 Twenty-five minutes of daily writing instruction will be included in the school-wide writing program.	Classroom Teachers	Sept 2008	<p>Having writing instruction daily supports achievement of this goal.</p> <ul style="list-style-type: none"> Writing instructional block will be indicated on teachers' daily schedules which will be posted outside of classrooms. Daily schedules will be compiled by the administrative team. The CRT and/or the Language Arts Support Teacher will meet monthly with teacher teams to discuss and review areas that need to be taught. (Harrison) Follow up will occur at the next Leadership Team meeting to review the amount of time being spent on writing instruction. (Ham and Harrison) The principal will follow up by meeting with any teacher who is not teaching writing daily for the specified time, will provide assistance and will document the meeting in writing or in a conference.
4. Students will create 1 piece of writing every two weeks, applying the complete writing process, including scoring the pieces with the state writing rubric.	Ham Harrison Consultants	Sept 2008	<p>Having students create writing and assessing it according to the state rubric supports the achievement of this goal.</p> <ul style="list-style-type: none"> The Leadership Team will examine students' daily writing journals and folders monthly, for the inclusion of two pieces of scored writing in the writing folder. (Ham) The principal will follow up by meeting with any teacher whose student folders are incomplete, will provide assistance and will document the meeting in writing or in a conference.
5. Writing portfolios are established when students enroll and are maintained at every grade level. Samples of writing are added to the portfolio quarterly.	Classroom Teachers	Oct 2008	<p>Collecting and assessing writing samples quarterly supports this goal.</p> <ul style="list-style-type: none"> Teachers establish student writing portfolios at the beginning of the year and submit samples to be reviewed quarterly, as evidenced by individual student portfolios, monitored by classroom teachers, principal and CRT. (Harrison) The principal will follow up by meeting with any teacher whose student folders are incomplete, will provide assistance and will document the meeting

			in writing or in a conference.
6. School, district or community writing competitions will be held monthly.	CRT Classroom Teachers ELA Chairperson	Oct- April	Having students write monthly supports the achievement of this goal. <ul style="list-style-type: none"> • Monthly writing competitions will be held and the work selected by the grade level teams will be displayed in the hallways. (Harrison) • The CRT will provide topics for school-wide writing competitions. (Harrison) • The principal will follow up by meeting with any team whose students do not participate in their grade level competition, will provide assistance and will document the meeting in writing or in a conference.

FOCUSED SCHOOL RENEWAL PLAN
2008–09 School Year of Implementation
Principal's Instructional Leadership Focused Goal to Increase Student Achievement

Focused Instructional Leadership Goal 1: By April 1 2009, 100% of all teachers in grades 3-5 will demonstrate mastery of data analysis and compile individual teacher's data books to monitor the delivery of student instruction based on SuccessMaker. 50% of students in grades 3-5 scoring 65% mastery in SuccessMaker Reading, and 80% mastery of SuccessMaker Math as measured by the Cumulative Performance Reports generated from the SuccessMaker assessment software, demonstrates the accomplishment of this goal.

(The desired result is a positive impact on student achievement that supports the FSRP and aligns with the principal's responsibilities stated in the ERT process.)

Strategy (List the processes/activities to fully implement the goal that will have a high probability of improving student achievement.)	Person(s) Responsible (Position/Name)	Start Date of Strategy	Indicator(s) of Implementation (Explain how each indicator will be used to support the achievement of the goal, followed by the name of the person responsible for the documentation.)
1. Develop a year-long school professional development calendar/agenda that will focus on strategies from the FSRP, that will lead to the mastery of data analysis for improving instruction.	Ham	Aug 2008	<p>Previous data sources will be used to provide an understanding of the teachers' knowledge of the analysis of Cumulative Performance Reports, individual student skills mastery reports and other data.</p> <ul style="list-style-type: none"> • The principal will then meet with individual teachers to review the documented results of all assessments. (Each 9 weeks) • A review of the plans for instruction, based on data, will be conducted for each grade level with the meeting recorded by the grade level chair for submission to the principal. This will occur bi-weekly. (Ham) • Data books will be produced and maintained by all teachers. (Ham)
2. School Leadership Team will meet bi-monthly to examine school data.	Ham	Aug 2008	<p>Agendas, meetings and sign-in sheets will be used to document the attendance, the focus of the sessions and feedback from teams. The CRT will maintain these meeting logs. (Harrison)</p>
3. A classroom observation schedule will be developed to monitor instruction in each class weekly and monitor the use of data notebooks.	Ham CRT	Sept 2008	<p>To monitor classroom instruction the principal will:</p> <ul style="list-style-type: none"> • Use weekly classroom Walk-through's • Review lesson plans of all teachers each week (Thursday)for ELA and Math in grades 3-5 • Monitor data books every 2 weeks, and maintain a log of classroom visits and teacher conferences as needed (Ham and Teacher) • Any teacher out of compliance or can not document the use of data will be provided assistance and written documentation of outcomes will be established.

4. Support classroom teachers in setting individual student achievement goals by modeling effective conferences with individual students about student achievement.	Ham	Sept	<ul style="list-style-type: none"> • The principal will schedule the sessions with teachers in grades 4-5 by the end of the second quarter. (Ham) • Teachers will provide a list of the subsequent conferences held and the data shared with the students, to the principal by the end of the 9-week period. Documentation will be filed in the data book. (Ham) • The principal will monitor the student/teacher conference schedule each 9-weeks, and address any non-compliance. (November)

FOCUSED SCHOOL RENEWAL PLAN
2008–09 School Year of Implementation
Principal's Instructional Leadership Focused Goal to Increase Student Achievement

Focused Instructional Leadership Goal 2: By April 1, 2009 100% of teachers in grades 3-5 will utilize flexible groupings to increase student achievement. Accomplishment of this goal will be that 50% of students in grades 3-5 will score 65% mastery of SuccessMaker Reading and 80% mastery of SuccessMaker Math as measured by the Cumulative Performance Reports generated from SuccessMaker Assessment Software, demonstrates the accomplishment of this goal.

(The desired result is a positive impact on student achievement that supports the FSRP and aligns with the principal's responsibilities stated in the ERT process.)

Strategy (List the processes/activities to fully implement the goal that will have a high probability of improving student achievement.)	Person(s) Responsible (Position/Name)	Start Date of Strategy	Indicator(s) of Implementation <i>(Explain how each indicator will be used to support the achievement of the goal, followed by the name of the person responsible for the documentation.)</i>
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<p>1. Develop a year-long professional development calendar/agenda that will focus on strategies from the FSRP that will lead to the mastery of flexible group instruction to improve student achievement.</p>	<p>Ham</p>	<p>Sept 2008</p>	<p>Knowledge and the degree of mastery of flexible grouping skills will be determined as the goals.</p> <ul style="list-style-type: none"> • The principal will meet with teachers to review plans for implementing flexible grouping. • Progress of students will be documented in data books of teachers, coaches and special area teachers. • Records of implementation will be documented by the district's informal observation checklist.
<p>2. Provide support to classroom teachers through the hiring of a literacy lab coach (1.0 FTE) and a literacy interventionist (.60 FTE) to assist in the facilitation of flexible group instruction. Provide additional funding for materials and equipment to support flexible group instruction.</p>	<p>Ham</p>	<p>Sept 2008</p> <p>37</p>	<p>The principal will provide support for teachers in the instruction of small groups by:</p> <ul style="list-style-type: none"> • Interviewing and hiring a literacy lab manager and literacy interventionist to support flexible group instruction by the first interim period. • Providing a scheduled time with CRT and lab coach to work with teachers. • Including flexible groups or names of students on long range lesson plans, developed by the coach and interventionist. • Documenting progress in teachers' data books and monitored by principal. • Acquiring resources and materials to support flexible grouping. • Submitting purchase orders to the principal for review and approval. Items checked in by secretary as they arrive.

FOCUSED SCHOOL RENEWAL PLAN
2008–09 School Year of Implementation
Principal’s Instructional Leadership Focused Goal to Increase Student Achievement

Focused Instructional Leadership Goal 2: By April 1, 2009 100% of teachers in grades 3-5 will utilize flexible groupings to increase student achievement. Accomplishment of this goal will be that 50% of students in grades 3-5 will score 65% mastery of SuccessMaker Reading and 80% mastery of SuccessMaker Math as measured by the Cumulative Performance Reports generated from SuccessMaker Assessment Software, demonstrates the accomplishment of this goal.

(The desired result is a positive impact on student achievement that supports the FSRP and aligns with the principal’s responsibilities stated in the ERT process.)

Strategy (List the processes/activities to fully implement the goal that will have a high probability of improving student achievement.)	Person(s) Responsible (Position/Name)	Start Date of Strategy	Indicator(s) of Implementation (Explain how each indicator will be used to support the achievement of the goal, followed by the name of the person responsible for the documentation.)
3. Develop a schedule to ensure each student in grades 3-5 are in the SuccessMaker lab for 150 minutes per week. <ul style="list-style-type: none"> Fully utilize the district Laptop Lending program by ensuring all 90 laptops are in the homes. Use each Tuesday to monitor the distribution of the laptops to families (Mingo). Include SuccessMaker into the Afterschool program. 	Ham Simons Mingo	Aug 2008	To fully implement the goals of the FSRP and meet district SuccessMaker hourly requirement , the principal will: <ul style="list-style-type: none"> Develop a schedule that will allow for 75 minutes per week for ELA and 75 minutes per week for Math. (Simons) Fully implement the school Laptop Lending Program for students in grades 3-5. Monitor the distribution to students from status reports from the district coordinator each Tuesday. (Mingo) Require teachers to provide documentation of each child in the class with additional laptop support at home, each nine-weeks. Monitor the program with quarterly reports from the district staff person (Mingo). Provide for the additional management of the SuccessMaker lab by hiring another trained manager for the after-school program. (Ham) Monitor through the twice monthly sign-in. (Simons)

4. Schedule for SuccessMaker lab to include special area teachers as additional support assigned to classes in the lab during any unencumbered time. These special area teachers will work with individuals on specific skills determined by the progress reports.	Ham	July 2008	<ul style="list-style-type: none"> • Post lab schedule and include in the master related arts schedule. (Simons) • Teachers will sign in daily. • Principal and teachers will use data to identify students in need of additional assistance, weekly. • Meet with the special area teachers, quarterly to review the progress of their assigned groups of students. (Ham) • Progress of students will be a part of the special area teachers' year-end goals-based evaluation. (Ham)

FOCUSED SCHOOL RENEWAL PLAN
2008–09 School Year of Implementation

District Administrators’ Instructional Leadership Focused Goal to Increase Student Achievement

Focused District Administrators’ Instructional Leadership Goal 1: By April 1, 2009, 60% of targeted students (priority one and two students) in Math will score an increase of .6 above initial placement or reach the highest course level with acceptable performance (8.91/8.95 in math) as measured by SuccessMaker.

(The desired result is a positive impact on student achievement that supports the school’s FSRP and aligns with the district administrators’ responsibilities stated in the ERT process.)

Strategy List the processes/activities to fully implement the goal that will have a high probability of improving student achievement.	Person(s) Responsible (Position/Name)	Start Date of Strategy	Indicator(s) of Implementation <i>Explain how each indicator will be used to support the achievement of the goal, followed by the name of the person responsible for the documentation.</i>
1. The district administration will identify the target populations to be served in grades 3-8. Priority one and two students will be identified as determined by current performance on PACT.	Research & Evaluation	August 08	Students will be identified based upon district criteria to ensure that the targeted students will be served. Documentation: Priority Rosters for Reading and Math Responsible: (Research and Evaluation)
2. Progress reports will be reviewed each month in cluster principal meetings to ensure that site administrators are focused on acceptable performance.	Executive Director	August 08	To ensure that a joint review (district and Site) occurs and that appropriate interventions are noted and discussed. In order for students to meet expected progress it is recommended that a minimum amount of time is spent on targeted areas. Executive Directors will monitor reports and provide feedback each month to principals. The Successmaker Consultant will provide feedback to sites in accordance with the developed timeline. Documentation: Monthly Successmaker Cumulative Gains Reports Meeting Agendas Person Responsible: Successmaker Consultant
3. Targeted students will receive one hour of instruction via the “SuccessMaker” program per week in the targeted area.	Executive Director Successmaker District Consultant	August 08	In order for students to meet expected progress it is recommended that a minimum amount of time is spent on targeted areas. (Executive Directors) will monitor reports and provide feedback each month to principals. The Documentation: : Monthly Successmaker Cumulative Gains Reports Person Responsible: (Successmaker Consultant) will provide feedback to sites in accordance with the developed timeline.
4. Professional development will be provided to schools to assist teachers in using the individualized performance and learning levels and to make modifications to classroom instruction and assign intervention	Successmaker District Consultant	August 08	Professional development will enable staff to continue to build the capacity to use and interpret data relating to student performance. Documentation: Professional Development Schedules Sign in Rosters Person Responsible (Successmaker District Consultant)

5. Progress reports will be reviewed each month in cluster principal meetings to ensure that site administrators are focused on the targeted students,	Executive Director	August 08	In order for students to meet expected progress it is recommended that a minimum amount of time is spent on targeted areas. (Executive Directors) will monitor reports and provide feedback each month to principals. The Successmaker Consultant will provide feedback to sites in accordance with the developed timeline. Documentation: Meeting Agendas Person Responsible: Executive Director
6. The district will establish a reports timeline to guide the dissemination of performance reports	Successmaker Consultant	August 08	The developed timeline will allow staff to plan for the use of successmaker data as will integrate such with other data sources. Documentation: Written Timeline Person Responsible: Executive Director. (Successmaker Consultant)
7. The district will use a Student Transfer Request form to ensure that students are able to continue with their lab assignments if they transfer to another school with in the district.	Successmaker Consultant	August 08	Given the transient nature of the District's population, students will be able to continue working within the intervention structure without the loss of valuable instructional time. Documentation: Transfer form Responsible: (Successmaker Consultant)
8. The district will develop a Successmaker user's manual to assist staff with developing an understanding of the parameters that support program implementation.	Successmaker Consultant	August 08	District staff will meet to develop the implementation parameters for the implementation of Successmaker. (Consultants, and Executive Directors)

FOCUSED SCHOOL RENEWAL PLAN
2008–09 School Year of Implementation

District Administrators’ Instructional Leadership Focused Goal to Increase Student Achievement

Focused District Administrators’ Instructional Leadership Goal 2: By April 1, 2009, 60% of targeted students (priority one and two students) in Reading will score an increase of .6 above initial placement or reach the highest course level with acceptable performance (7.50 in reading,) as measured by SuccessMaker.

(The desired result is a positive impact on student achievement that supports the school’s FSRP and aligns with the district administrators’ responsibilities stated in the ERT process.)

Strategy List the processes/activities to fully implement the goal that will have a high probability of improving student achievement.	Person(s) Responsible (Position/Name)	Start Date of Strategy	Indicator(s) of Implementation Explain how each indicator will be used to support the achievement of the goal, followed by the name of the person responsible for the documentation.
1. The district administration will identify the target populations to be served in grades 3-8. Priority one and two students will be identified as determined by current performance on PACT.	Research & Evaluation	August 08	Students will be identified based upon district criteria to ensure that the targeted students will be served. Documentation: Priority Rosters for Reading and Math Responsible: (Research and Evaluation)
2. Progress reports will be reviewed each month in cluster principal meetings to ensure that site administrators are focused on acceptable performance.	Executive Director	August 08	To ensure that a joint review (district and Site) occurs and that appropriate interventions are noted and discussed. In order for students to meet expected progress it is recommended that a minimum amount of time is spent on targeted areas. Executive Directors will monitor reports and provide feedback each month to principals. The Successmaker Consultant will provide feedback to sites in accordance with the developed timeline. Documentation: Monthly Successmaker Cumulative Gains Reports Meeting Agendas Person Responsible: Successmaker Consultant
3. Targeted students will receive one hour of instruction via the “SuccessMaker” program per week in the targeted area.	Executive Director Successmaker District Consultant	August 08	In order for students to meet expected progress it is recommended that a minimum amount of time is spent on targeted areas. (Executive Directors) will monitor reports and provide feedback each month to principals. The Documentation: : Monthly Successmaker Cumulative Gains Reports Person Responsible: (Successmaker Consultant) will provide feedback to sites in accordance with the developed timeline.
4. Professional development will be provided to schools to assist teachers in using the individualized performance and learning levels and to make modifications to classroom instruction and assign intervention	Successmaker District Consultant	August 08	Professional development will enable staff to continue to build the capacity to use and interpret data relating to student performance. Documentation: Professional Development Schedules Sign in Rosters

			Person Responsible (Successmaker District Consultant)
5. Progress reports will be reviewed each month in cluster principal meetings to ensure that site administrators are focused on the targeted students,	Executive Director	August 08	In order for students to meet expected progress it is recommended that a minimum amount of time is spent on targeted areas. (Executive Directors) will monitor reports and provide feedback each month to principals. The Successmaker Consultant will provide feedback to sites in accordance with the developed timeline. Documentation: Meeting Agendas Person Responsible: Executive Director
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7. The district will use a Student Transfer Request form to ensure that students are able to continue with their lab assignments if they transfer to another school with in the district.	Successmaker Consultant	August 08	Given the transient nature of the District's population, students will be able to continue working within the intervention structure without the loss of valuable instructional time. Documentation: Transfer form Responsible: (Successmaker Consultant)
8. The district will develop a Successmaker user's manual to assist staff with developing an understanding of the parameters that support program implementation.	Successmaker Consultant	August 08	District staff will meet to develop the implementation parameters for the implementation of Successmaker. (Consultants, and Executive Directors)

**FOCUSED SCHOOL RENEWAL PLAN
2008–09 School Year of Implementation**

**Title and Description of Each Program and Initiative
Included in the FSRP**

Give the title and a brief description of each program or initiative that is included in the FSRP.

Note: All acronyms should be preceded by the complete program title. For example: Measures of Academic Progress (MAP)

1. **After School Programs** – There are three different after school programs being implemented at Webber. A Comprehensive Remediation Tutorial program for students scoring Below Basic on PACT in ELA and Math. A child care program from the Richland Count Recreation Department for all families and the new 21st Century Community Learning Grant After School program providing tutorial and a vast array of enrichment and cultural development for all students, Monday through Saturday.
2. **Advanced Academic Program (AAP)** – is an accelerated program for state and locally identified students. Students are identified in second grade by Terra-Nova for entry at grade three. Students in 4th and 5th grade are selected with Palmetto Achievement challenge Test scores.
3. **Classroom Walk Throughs (CWT)** – is an instructional monitoring tool that enables the instructional leaders to enter data on a palm pilot and download data to the district office. They (CWT's) are conducted weekly.
4. **Curriculum Resource Teacher (CRT)** – is a certified teacher who operates under the direct supervision of the principal in the monitoring of the instructional programs, assessment and staff development.
5. **Data Books** – each teacher is required to establish and maintain a working notebook with all the various sources of data contained therein from which instructional decisions are made.
6. **Grade Level Chairperson (GLC)** – a principal appointed teacher at each grade-level who serves as the team leader.
7. **Laptop Lending Program** – Ninety students (households) may check out SuccessMaker laptops for students to practice or reinforce Math and ELA skills at home. The computers are individually programmed for each child.
8. **Literacy Lab Program** – A new initiative designed to support flexible group instruction through the use of leveled, non-fiction, content specific reading materials. The lab will be managed by a certified teacher to work with teachers of indentified students in the mastery of reading skills in the content areas. The manager will also be responsible for the maintenance, ordering and distribution of materials to teachers for their classroom use.
9. **MAP Measures of Academic Progress-** NWEA developed Measures of Academic Progress (MAP), a state- aligned computerized adaptive assessment program that provides educators with the information they need to improve teaching and learning. Educators use the growth and achievement data from MAP to develop targeted instructional strategies and to plan school improvement. With the ability to test students up to four times a year, MAP test results help educators make student-focused, data-driven decisions.
10. **Palmetto Assessment of State Standards (PASS)** – South Carolina's **New** Statewide Standardized Test
11. **Palmetto Achievement Challenge Test (PACT)** – South Carolina's **Former** State-wide Standardized Test.
12. **School Leadership Team** – is made up of the principal, the curriculum resource teacher, grade level chairperson, the school improvement council chairperson (SIC) Yvonne Hall, the school secretary, guidance counselor, and In-school suspension coordinator.
13. **SuccessMaker Lab** – is a balanced educational program that incorporates curriculum, management and assessment into a results-based learning system. The courseware offers interactive learning activities in Reading and Language Arts, Mathematics and ESL instruction. The management system is a set of tools that controls and manages the software making it easy for teachers to monitor and direct the progress of each student.
14. **The District Benchmark Assessment System** - was developed as a support tool for teachers to help them gauge their student's strengths and weakness against end-of year standards. Benchmark Assessments have been designed to advance teaching and learning in several important ways. First, they provide teachers with quick, reliable monthly feedback on how students are progressing toward state standards. Second, they provide schools with timely information about the strengths and weaknesses of classes and grade levels on the major standards of each content area.
15. **Terra Nova** – national percentile rank assessment tool used to identify second graders for placement in academically advanced programs.